

THE SCHOOL JOURNAL

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Field Notes.

ST. GEORGE, STATEN ISLAND, N. Y.—The work of tearing down the old frame Hotel St. George, which is to be supplanted by the new borough high school, has begun. The high school will be ready for occupancy in September, 1902.

EAST ORANGE, N. J.—The corner stone of the Carnegie free library was laid Oct. 27, in the presence of a large gathering of citizens including city officials, principals, teachers and pupils of the public schools.

LITTLE ROCK, ARK.—The study of stenography and typewriting will in all probability be introduced into the high school course. Such introduction has been recommended by the committee on teachers and schools. The matter will probably not be decided until March 15, 1902.

Minister Wu's Comments on Football.

DETROIT, MICH.—Minister Wu Ting Fang of China witnessed the football game between the University of Michigan and the Carlisle Indians, October 2. It was his first game and he certainly made satisfactory progress in knowledge of the sport. He entered the grand stand just after Michigan had pushed the ball over the line, leaving two redmen overcome on the ground.

"Are they dead yet?" queried Mr. Wu with polite solicitude, as he surveyed the spectacle.

"Oh, no!" said one of the party's student guides. "Look, they are getting up." "Marvelous tenacity of life," commented the distinguished visitor. "How many sudden deaths would it take to postpone the game?"

Presently, as the game went on, Mr. Wu became philosophical.

"It is a beautiful thought," he said tentatively, after watching the game for a time, "to think that the fathers of these red men, a few years ago, were being shot down and hunted, and now their sons are taking strides in civilization, are given a helping hand by a mighty government, and—"

Just at that moment the Indian full back, scooped in a hot punt, and had started up the field when the two Michigan ends came thundering down on him and dragged him back toward his own goal.

"And," continued Mr. Wu, "taken in the arms of the white man like a brother. There is no discrimination because of his color. It is a truly beautiful thought."

Everybody agreed with Mr. Wu. After the game, won by Michigan, the minister made a little speech of congratulation to the victors, and condolence to the vanquished.

Teachers are Homesick.

WASHINGTON, D. C.—Discussing the complaints made by American teachers who have gone out to the Philippines, General MacArthur, recently returned from Manila, has stated that the trouble lies entirely in the homesickness of many of the teachers. They will get over this in all probability, for many of the soldiers when they first went out were victims of nostalgia but recovered after a few months of service. The amount of educational work to be done in the archipelago is tremendous and it is not remarkable that some of the teachers should be appalled by it.

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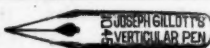
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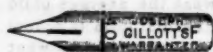
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School Board and Superintendent.*

What Each Owes to the Other.

By Supt. A. B. BLODGETT, Syracuse, N. Y.

City charters and special legislative acts, widely divergent in their provisions, are responsible for the diversity found in school board organization. Therefore the acts or attitudes of a school board or the superintendent toward any question, while wise, or at least in conformity with law, in one locality, may seem utterly absurd and devoid of character when viewed by those working under other conditions. Specific acts of superintendents and school boards cannot properly be criticised in view of this fact and the discussion of this question is of necessity compelled to move along broad and generous lines. This being granted I lay down this general proposition, that the problem of school administration is largely a question of good men and good women to fill any and all administrative positions.

I could not present a theoretical view of this topic should I try, and must therefore speak from a personal experience of thirteen years in the superintendency.

The greatest drawback to efficiency in the work of a board of education and the most dangerous element to the progress of a superintendent's work are found in the brevity of the service of membership in the board. For instance, the superintendent suggests the introduction of manual training. While the matter is under consideration the board changes. Half of its members come in knowing nothing of the proposed introduction or the consideration already given to the proposition; the remaining half are to leave the board in another year and do not care to be responsible for its introduction. Nothing is done, or at best the work is only half done. Short term service or frequent changes in board membership with the attendant changes in committees, etc., is a serious drawback to efficient school work. During the first eight years of my work I was associated with fifty-five different men as members of the board of education; an annual average of seven new members. A wretched condition of things, as you will readily recognize, and not conducive to the best work. Some of those men were of the highest type of school board members and some were . . . well, some were not.

It has been my pleasure for the past four years to work with the same board, seven in number, without any change in membership. I need not enumerate the advantages. Superintendents know them just as they know that it takes practically about two years properly to educate the average board member.

The longer term of board membership in Syracuse has resulted in action which under other conditions it has been utterly impossible to obtain; viz., the removal of incompetent teachers. There are always present in any board members who stand up against incompetency, but to get the necessary majority to remove incompetent teachers is the difficulty. All honor therefore to a board that voted unanimously to sustain the recommendation of the superintendent in a matter of so great moment to the schools. I speak of this with a degree of pride in the Syracuse board, as, outside of a few lo-

calities, the difficulties surrounding this important question are well recognized.

I may be pardoned for a slight digression if, to secure a basis for what I shall say later, I present my view of the proper

School Board Policy.

As to what shall be the policy of a school board toward the work committed to its hands, there can be but one reply. Any board that does not recognize as the chief root and center of its every act the eternal welfare of the children and youth of the community, has no right to an organized existence; and any individual member of a school board or any officer of such a board who does not stand upon such a platform should vacate at once and forever the position he unworthily occupies but can never rightly fill. The policy which aims to care for any small locality rather than for the entire territory over which a board has jurisdiction; or which gives positions or preference to individuals whose superiority and fitness for the same can rightly be questioned, fails to meet the duties and obligations incumbent upon membership in so important a trust. And yet in some particulars the individual member may not be criticised for his action; because if he be a ward or district representative, his constituents possibly, even probably, elected him for that very purpose. It is a fault of the system rather than of the individual; and the system or policy which does not recognize *The Child* as its fountain head should give way to one that centers its whole line of action there. The public schools are of the people and for the people, and the people should be represented and not misrepresented. It is too frequently the case that the very purpose for which the schools are supposed to exist is entirely lost to sight in the strife for personal advantage or for local manipulation in small matters. Everything else must give way that the workings of a great machine may grind out the personal desires of its manipulators, and the great end and aim of true school work, "*The Eternal Welfare of the Child*," is swallowed up in the rush for the pecuniary, the personal, or the political advancement of the individual.

As to the Superintendent.

There is no place of greater responsibility in the entire educational field than in the superintendency of a school system. One who seeks or will accept so responsible a position should possess good scholarship, rare tact, exceeding prudence and judgment, a large fund of clean motives and the fullest measure of heart and honest purpose. He should be intuitively correct in his judgments and possessed of the highest type of executive ability. He should bring to his work the noblest and best of himself and of others, and should do his full duty with all the fearlessness of a fearless nature. He should be abreast of all that is best in education, a careful student, and a thorough analyzer of men and things and processes. He should have clear tact and great discretion, and should be self-contained and ready for emergencies at all times. He should be discriminating, honest, hearty, courageous, affable, intelligent, and able. Above all things else, he should be a man, manly, with an accurate sense of the fitness of things. Consideration should be a fixed and forcible feature of his make-up, and in and thru all his work should be ever discernable an ele-

*Paper read before the New York State Council of School Superintendents at Auburn, October 24. See report of convention on page 480.

ment of helpfulness leading to a higher, better, broader plane of clean, earnest endeavor.

But someone is saying: "That is the whole question!" Not quite, for between honest men, with honest purposes and on honest questions there must, at times, be honest differences of opinion. I can recall instances of those early years, where, while fighting with great positiveness for what I thought was right, that some good, level-headed member of the board convinced me of my error. Again, I can recall instances of a similar character in which I was right, but the board of education out-voted me and I was obliged to subside. Tho counted out I was right then and am still right on that proposition.

But just in this connection and on just such a proposition as this I present my main point in this discussion of the attitude of a superintendent to the board of education. It is found in the word *loyalty*.

I maintain that one of the plainest duties of a superintendent is to speak freely and fully to his board upon all phases of school work. Even as he would commend, encourage, or advise and admonish his teachers, in like manner he should point out what he deems unwise in any proposed action of his board. He should freely and fearlessly express his views upon all matters that come within his legitimate field, and he should take the stand that anything pertaining to the welfare of the schools is his field. In some matters he should be supreme. To others he should hold an advisory relation only. On all questions he should listen to suggestion and be considerate of all associates.

But when the discussion is ended and the decision reached no matter to what extent the decision may be adverse to his views he should be intensely, even religiously, loyal to the decision rendered; relying upon the unquestioned proposition that no responsibility as to results can rightly attach to him when his position has been positively taken and his duty discharged.

While presenting this view some years ago to a brother superintendent of a large city he said to me: "What! do you dare discuss questions with your board in open session?" Now I claim that that is just what a superintendent should do and it seems to be thoroughly understood with us that the superintendent is expected to speak freely. He is always invited to do so. The superintendent is no more the servant of the board than he is of the people, and the people expect and have a right to know his individual opinions as well as those of the board on all school matters. He should never consent to be covered up, smothered in secret sessions of either committee or board meetings.

If a superintendent has worked from a good motive, and seeming personal troubles or conflicts with his board or any member of it cause him annoyance or uneasiness, he will clear the atmosphere quickest and best by meeting the trouble at the earliest opportunity in a dignified, straightforward, out and out manner. He should not cringe or fawn or attempt explanations when explanations are not demanded by the circumstances. Such action weakens him with his board.

If a superintendent has some new departure to propose in connection with his work, he should advocate it openly and forcefully, and in the first instance in the presence of the full board. He should never maneuver to find out how many of the board will be for and how many are against his proposition before he presents it. *That's politics!* Let it stand or fall on its merits.

Neither should a superintendent cast about to see in which direction the wind is likely to blow next and then hustle to the forefront and try to lead the breeze himself in connection with any measure he may guess is about to emanate from the board. No board or member of a board cares to be handled with leading strings.

I desire at this point to read and comment upon an editorial found in the October number of the *American School Board Journal*, entitled

The School Superintendent.

"The position of a school superintendent is not only more

clearly defined from time to time by the school boards of the land, but the daily press is beginning to place a more accurate estimate upon the dignity, duty, and difficulties of that position.

"The educators, who from time to time, dissertate upon the function of the school superintendent, are more apt to outline the ideal, the faultiness, the perfect, than does the matter-of-fact school board member. The latter is more apt to see in the superintendent a human being with human qualities and failings.

"The school board member who opposes the superintendent is more frequently prompted in his opposition because he finds that official too perfect rather than imperfect. The low standard of the school board member has always wreaked more harm than the higher standard of the superintendent. That the daily press occasionally grasps this fact may be learned from the following editorial, which appeared in an Ohio paper:

"The circumscribing influences of a superintendent of public schools in a city large enough to require a body of more than a dozen men to direct and control, makes the conduct of the office nowadays the most exacting and exhausting proposition the modern office-holder has to fill. He must be an expert politician to gain the office and to hold it and he must eschew politics if he wants room for educational qualifications necessary in the instruction of children. He must have his hands and mind in every move of the school board, and he must keep some of them from knowing it. He is responsible for the course of study and accountable for results; and so must virtually dictate the text-books to be adopted without arousing the suspicion that he is in combination with the publisher for personal profit. He must correct the teachers without stirring up their hostility or inciting their malice to carry war into his camp thru friends on the school board. He must have decided opinions and express them without disturbing the set notions of those under him, if he will avoid being put down as a bumpkinous egotist. In short, if he is not selected for the office as the pet of a political ring to serve political purposes only, he is selected by the other class to better school condition, and his coming is met on the one hand by stifling opposition and mean bickering, and on the other by too much advertising and noisy acclaim, which makes it impossible for him to come up to expectations."

"He must be an expert politician to gain the office and to hold it."

This may do for Ohio and yet we are loath to believe that such superintendents as Jores, of Cleveland; Chalmers, of Toledo; Shawan, of Columbus; Hailman, of Dayton; Treudley, of Youngstown, and Boone, of Cincinnati, are men who secured and are holding their positions by playing politics. It is generally understood that whenever trouble arises with these men that politics is played against them rather than by them.

In truth the best politics any superintendent can play is to put the best of himself, as has already been outlined, into his work, and have it publicly known that the welfare of the children is his sole aim. And he should do this without reference to the permanency of his position.

"He must have his hands and his mind in every move of the school board, and he must keep some of them from knowing it."

Without question he should have his mind in every move of the school board, but I cannot accept the statement that some of them should not know of it. I hold rather that he should put himself squarely and openly into a question provided, of course, it is a matter touching any feature of the work under his supervision. He should never sneakily push his way into matters that certain members of the board may be striving to keep dark; but when the facts come to him thru legitimate channels, he should not fail to make proper use of them.

"He is responsible for the course of study and accountable for results."

Surely he ought to be responsible for the course of study as it ought to be of his making. But the accountability for results may be questioned unless authority in other closely allied matters is also given him. How about the selection of teachers to carry out the course of study? As well might the railroad superintendent who makes out a time table for his road be held accountable for the time made, when he had no voice as to whom and what grade of conductors, engineers, etc., shall be placed in control of the trains. No, responsi-

bility or results can not be demanded of one who is not clothed with full powers and full authority to accomplish a given work.

"He must correct teachers without stirring up hostility or inciting their malice to carry war into his camp thru friends on the school board."

That he must correct teachers is true. That he should hesitate to do so thru fear of hostility or malice that may reach his board is nonsense. Criticisms should be given so plainly, in so kindly, true, and helpful a spirit and their justice should be so apparent that no worthy teacher would think of appealing to the board directly or indirectly. The superintendent who would hesitate for such reasons demonstrates one of two things: either his own unfitness or the unworthiness of his board of education. For, if the board be right minded, any superintendent who cannot satisfy them that his position is right should at once be removed.

"He must have decided opinions and express them without disturbing the set notions of those under him or about him."

I have already given my views about a superintendent's expressing his opinions. That he should have decided opinions goes without saying. But when he hesitates to express them for fear of disturbing the set opinions of others, he is lost. He may be put down as a "bumptious egotist" should he express his opinions; but even then he is something. Should he take the other course he is a nonentity. The position he takes should be tenable and meritorious; and he should know why he takes it.

In the discussion of this question I have made no attempt to state what should be the attitude of the board of education toward the superintendent. Doubtless we shall get that from those who are to follow. If I have made myself plain, the superintendent should be honest, alert, wise, considerate, frankly out-spoken, and in the last analysis loyal. He should willingly sink his own personality for the good of the work he supervises, knowing as in the case of the true teacher, if the personal element can be eliminated, that under fair conditions there will be a rising tide in every branch of the work and upon that tide the worker will come, to his own to his true position.

Class Management and Discipline. III.

By JOSEPH S. TAYLOR, Principal Public School 19, New York,
(Continued from last week.)

Mr. H. E. Kratz has published a paper in the *Pedagogical Seminary* on "Characteristics of the Best Teacher," which is well worth studying. It furnishes an answer to the question, What sort of teacher do pupils admire? It will do us no harm to compare ourselves with the ideal pictured by the 2,400 children who were questioned by Mr. Kratz. They were asked to think of the best teacher they ever had, and then to write in half a dozen sentences a description of her. The following is a summary of their answers:

1. 73 per cent. said she helped them in their studies; they felt that she made it worth while for them to come to school.

2. 58 per cent. were attracted by the personal appearance of the teacher.

3. 55 per cent. said she was good or kind.

4. 9 per cent. loved her for her patience.

5. 7 per cent. were impressed by her politeness.

6. 4 per cent. by her neatness.

7. 2 per cent. liked her because she was cross.

The following statements selected from various papers show us still further the thought of children in such matters.

"She could stand some fun."

"She had no pets."

"The children feel as if she was one of them."

"She liked me and showed it once in a while"

"She always got our attention."

"She always wanted me to be thoughtful."

"Her actions helped me to do better."

"If you did not get your lessons, she was so sorry that it made you ashamed."

"She took a great deal of interest in us."

"She was interested in her pupils' habits and readings."

"Put us on our honor."

"By making things pleasant, so I felt like working."

"Her manner seemed to give me an inspiration to work."

"She never punished the pupils because she didn't feel good."

"Does not scold us one time, then be awful good for awhile."

"Never flew off the handle."

"Always meant what she said."

The following is the description of an 8th grade pupil:

"The best teacher I ever had was kind and gentle and had a beautiful character, but was not at all 'soft.' She could change her disposition at a moment's notice, if circumstances required it. But was not quite strict enough. She acted on her pupil's honor and therefore procured better results than, I think, if she had kept her eye on them all the time; and one good thing about her was that she did not make any foolish, silly rules that were unnecessary, but the ones she made the children must live up to."

Every phrase in this simple composition is weighted with wisdom. In the first place children read your character: "Was kind and gentle and had a beautiful character," says the little philosopher. Their sharp eyes read us like an open volume, and still more, their instinct guides their unconscious judgments in these matters. They know whether we are sincere or not, whether we have any real interest in their welfare, or teach simply to earn our salaries. "Acted on her pupil's honor." Some of my teachers have achieved wonderful results by doing that; others have made a partial success. The consequence is, when a teacher is absent, the first thing I do is to run over in my mind whether his or her class is an honor class or the other kind.

(d) *He teaches faithfully and successfully.*

From the above descriptions it is evident that *good teaching* is an important element of successful class discipline. Of the 2,400 children examined, seventy-three per cent. liked their teachers because they could *teach*. The easiest way to control a class is to keep it profitably employed all the time. "Idleness is the devil's workshop." A busy child has no time or inclination to plot mischief. In order to be able thus to furnish steady employment to fifty or sixty busy brains a teacher must carefully arrange the day's work at home, so that he knows at any given moment exactly what he is going to do next.

It is an excellent plan to have at hand some extra work that is pleasant and profitable for bright children who get thru with their tasks before the majority of the others have finished. This is not to be mere "busy" work without definite relation to the subject in hand, but is to be as a rule a part of the same subject. If the class are drawing, bright children can do two specimens while mediocre and slow pupils complete one. If the lesson is arithmetic, there may be two grades of work, both of the same kind, the bright pupils being permitted (not required) to take the more difficult. Sometimes mischievous children have a special talent or interest, an appeal to which may accomplish their control or reformation. The talent may be drawing. In this case let the pupil fill up spare time by drawing maps, designs, illustrations, etc., for the teacher. If his strong point is reading, let him at the proper time read to the class out of supplementary readers. If he can write well, there is abundant opportunity to encourage him in that.

(e) *He encourages children.*

"By making things pleasant so I felt like working," writes one pupil. Children need encouragement as much as adults need it. A teacher known to the writer recently secured a transfer from a certain school because her principal had the peculiarity of always picking out the flaws in her work and never praising the part that had no flaws. Hundreds of children suffer the same kind of thoughtless criticism. Their teachers find fault with

all their imperfections, but never encourage them by praise when they do well.

Children are human as well as teachers. They become discouraged if they think they are not appreciated, and conclude that there is no use in trying. When a child has made a reasonable effort to do what he is told, even tho he is not entirely successful give him some credit. Say, "I believe John has tried; and while the result is not quite as good as I want it, I believe he will do better next time." Be very sure, however, that the pupil really has made an earnest effort before you indulge in such speeches; for if he has not tried hard and knows it, he immediately puts you in the class of teachers called "soft"; and from that day forward your discipline, so far as he is concerned, will be a failure. You cannot morally train a child who considers you a fool.

(f) HE LAYS GREAT STRESS UPON HONOR.

"Truthfulness is better than the truth," Phillips Brooks once said. So a good disciplinarian places truthfulness and honor above every other school virtue. The ultimate object of school government is to teach the public self-control. Man alone of the animal creation is destined to be governed by reason. This is his steering gear, and the machinery is very imperfect at first; only after a long period of tutelage does he get possession of himself. He is not a man until the stage of self-mastery has been reached. A child who is watched and controlled every moment of the day has no opportunity to develop the power of self-direction. Hence the teacher must get rid of the watching habit. He is no detective; and he must not treat the child as if he were a thief. Pupils must understand that it is dishonorable to misbehave in the absence of the teacher. Classes can be so trained that they may be left alone without danger of disturbance. Even "bad" children like to be trusted. If you find it necessary to leave the room, say: "Shall I appoint a monitor to watch you, or would you rather take care of yourselves?" Children will always prefer the latter course. Make it a rule that the one time of all times when the class and the individual must be models of propriety is when the teacher's back is turned or when he is out of the room. Have it understood once for all that you allow no "tattling"; every child confesses *his own sins*, and not his neighbor's. The great majority of pupils will confess what they have done in your absence; the few who are too mean and cowardly to do it, should be made to feel the displeasure of the teacher and class so keenly that they will find "honesty the best policy" on the next similar occasion.

Horace Mann once said: "Be ashamed to die until you have won some victory for humanity." I sometimes feel like saying to teachers: "Be ashamed to get sick until your pupils can be put upon their honor; for otherwise they will disgrace you every time you are away from school."

In a well disciplined class the order so nearly takes care of itself that the entire attention of teacher and pupils is fixed upon the work in hand. Only under such circumstances can the best teaching be done.

No class should be required to sit very long in a constrained position of attention. Vary the exercises frequently, changing from written work to oral, from hearing to speaking, from impression to expression, from manual exercise to thought work, etc. Half the disorder of classes is caused by the fatigue of children.

Executive Ability.

Some one has defined executive ability as the "power to get things done." The president of the United States cannot run the government alone; of the millions of things for whose faithful performance he is responsible he can himself do only a few. Nevertheless, as the executive of the nation he is sworn to see that all the laws of the United States are carried out. What he cannot do himself he must do by agents. Therefore one of the most important functions of the president is

the appointment of subordinate officers to assist him in administering the government. The management of a great commercial establishment like Wanamaker's requires executive ability of a high order. Mr. Wanamaker takes a man who has himself failed in business and uses him to run a department successfully. Mr. Wanamaker himself cannot possibly know all the details of his two great establishments, but he manages to get things done. Each department is ready with appropriate goods in time for the seasons as they come around, each is run at a profit and is provided with clerks who know their business and are polite to customers. The proprietor does not directly look after any of these details, probably, and yet it is thru him that everything is done; he is the life, the organic spirit of the whole concern; and when he dies his business will doubtless die with him, as Stewart's did when he died.

Coming down into a smaller field, the principal of a school is held responsible for getting things done. There is, however, an important difference between this case and the others cited. A business man selects his own subordinates; if they fail to get things done, they receive a little envelope with a note that runs like this: "Dear Madam: You are hereby notified that your services are no longer required." A principal is not authorized to write notes of that sort. He does not select his agents, nor does he discharge them. Instead of dismissing incompetent assistants, he is required to train them to do their work as required by law. This duty is pleasant enough so long as he has apt pupils; but when these lack docility, it makes his path a thorny one.

The class teacher needs executive ability. He also must "get things done." And in this respect teachers differ in glory as one star differeth from another. Some always have things done at the required time. Roll books, progress books, reports, are ready when called for; one-fourth of the grade work in each subject is completed every month; at the end of the fourth month the entire grade is completed; every subject is reviewed constantly, so that at any moment the class can give an intelligent and comprehensive retrospect of all that has been studied. It is a common mistake of inexperienced teachers to suppose that when a thing is once understood by a class no further effort is required on the part of the teacher in that direction. On the contrary, mere instruction, the bare statement of a fact, or explanation of a rule or principle,—is but a small part of teaching. No teacher can hope to succeed who does not make systematic provision for *drill*—constant and thoro—in all the things he teaches. At least once a month all the ground that has been covered should be gone over again. The monthly review should include not merely the month's work, but all the previous work of the grade and of every lower grade. In a very intimate way, this review and drill work is related to the discipline of a class. You never find mental alertness in pupils where the discipline is poor; nor do you find thoroughness of review and drill in a disorderly class.

Hardly too much stress can be laid upon these drills and reviews. They are the *discipline of instruction*. When I go into a room and ask a class what they have read a majority of pupils should be able to give me not only the titles of the pieces, but the substance of each lesson. And then, when I turn to one of the lessons that have been studied and call upon a pupil to read, he should be able to do so intelligently and without many hesitations and mispronunciations. A teacher who so drills his pupils need be afraid of no principal's test or superintendent's visit. I hear much complaint about pupils being unprepared for their grades. This is almost wholly due to the neglect of reviews and drills. All teachers go over the grade in a way, but unless the drills are kept up, the instruction fades away in a night. Pupils must be "doers and not hearers only." "For if any be a hearer of the word, and not a doer, he is like unto a man beholding his natural face in a glass; for

he beholdeth himself, and goeth his way, and straightway forgetteth what manner of man he was."

Executive ability is indispensable to good discipline. Where this is wanting, nothing can compensate for the deficiency. Pestalozzi, it is true, lacked it and was a great man still. But his want of power in this respect made him a failure as a practical teacher and organizer. If his executive ability had been commensurate with the greatness of his heart, he might have avoided many of the sorrows of his life and turned his numerous failures into successes.

(To be continued.)

Lynch Law and Anarchy.

There is no more burning question before the teachers of America to-day than their responsibility and duty towards prevention of the spread of lynching and anarchy. A copyrighted article in a recent number of the *Sunday School Times*, from the pen of Mr. Booker T. Washington, from which the following extract is taken, is especially valuable, coming as it does from one who knows conditions in the South so thoroly.

The average citizen, says Mr. Washington, may not appreciate the fact that a lynching has taken place within the last twenty years within every one of our states except five, and this unfortunate disposition to disregard the law, and inflict violent and summary punishment, has grown to an extent that is difficult to check. In order that the whole country may get back upon sure and safe ground, it will require the wisest and bravest efforts of our Christian men and women. The habit of lynching was begun in some of our states a few years ago as a punishment for one crime; but so true is it that lawlessness breeds lawlessness that it has now grown until statistics show that more people have been lynched for other crimes, such as murder, stealing, etc., than for the single crime of assault. It is proper that I state in the beginning that I have no kind of sympathy with any race or with any individual who is guilty of committing any kind of an assault, and the united effort of our best people in every community should be in the direction of getting rid of worthless and idle people from whose ranks most of the criminals come. But crime of some nature has been committed since the foundation of the world, even in the most highly civilized communities; and the facts show that, wherever the law is most fully observed in the punishment of crime, there crime is less likely to be committed. In my judgment, there is but one way for us in this country to get rid of the habit of lynching, and that is for all to unite in a strong and earnest effort to see that the law is complied with.

During the exciting days following the shooting of the late President McKinley, it was my privilege to mingle a good deal with the people in one of our Western states, and almost every other man who referred to the crime expressed himself as being in favor of burning or the execution without trial of Czolgosz. As I listened to these expressions day after day, it convinced me as never before, that a spirit of lawlessness had gotten a hold upon the whole country that few of us realize.

I fear, the writer continues, we have not yet realized that every open and flagrant defiance of law is anarchy. It is easy enough to decry the avowed anarchist who belongs to organizations that are anarchistic in their character, but it is not easy to put in the same class the people who set at defiance law by an illegal hanging or burning.

Perhaps the most demoralizing and hurtful result of mob violence is the hardening effect which it has upon our youth. I think it is safe to say that on an average fifty persons witnessed the execution by lynching of every man or woman that has taken place in this country. According to this, it is safe to say that, within the last sixteen years, one hundred and twenty-five thousand persons have been present when lynchings took place. In each case a large proportion of those who had been

drawn to witness the unlawful execution have been children, or those of tender age. One of the saddest remarks that I ever heard come from the lips of a child was when he said, in my presence, that he wished he could see a man burned. I do not think the impression made upon a youth by reason of the fact that he has witnessed the unlawful execution of an individual ever wholly disappears. In some instances, the executions by mobs have not only been witnessed by boys of tender age, but by women.

It is also a notable fact, that in the communities where every crime, no matter how heinous, is taken hold of by the strong arm of the law, the crimes which provoke lynching very seldom occur.

The time would seem to have come when the subject of the majesty of the law should be taken up by the ministers in our pulpits thruout the country, and by our Sunday-school teachers, in a way that has never been done before. If Christianity is to mean anything in shaping the lives of our people, it must not only deal with matters pertaining to the future world, but must most effectually deal with matters growing out of the relation of man to man in this world. In too many communities I very much fear the pulpit and the Sunday-school teacher have been silent on this subject.

I am not, in this article pleading for the man who has been guilty of crime, but I am pleading most for those who are so unfortunate as to be led into the temptation of degrading themselves and disregarding the law, disrespecting the authority of governors, judges, and sheriffs. It is impossible for a youth to be so influenced that he can be made to feel that he can break the law in one case and keep it in other cases without being permanently harmed.

A great many citizens who have thought seriously upon the subject feel that perhaps the shooting of our late president was an outgrowth of the spirit of lawlessness which has been so prevalent in our country of late years. If this is true, how great a price have we paid for our error! I am glad to note that, since the president's death, a new spirit seems to have taken possession of the people, and that very few lynchings have occurred in any part of the country. It is also a praiseworthy fact that the daily and religious press, especially in the South, is speaking out fearlessly and strongly against lynching. It is also equally encouraging to note the brave words, and what is more than brave words, equally brave acts, on the part of many of our Southern governors. Now if the words and acts of these officers can be re-enforced in the pulpit and in the Sunday-school, I feel that the time is not far when lynchings will be a thing of the past.

And since the greater proportions of these lynchings involve members of my own race, I think it my duty to say that the negro minister and teacher has an equal and special responsibility. The negro leader should see to it that his people are constantly reminded about the importance of keeping the law, and that our idle and unworthy classes should be made to deport themselves in such a manner that they will not bring disgrace upon the race. For a number of years I have advocated industrial education largely with the idea that, in proportion as our people learn to love labor for its own sake, they would not yield to the temptation to grow up in idleness. The members of my race who are charged, in most cases, with committing crimes, are not those who have received careful mental, religious, and industrial education, but those who have been permitted, as a rule, to grow up in idleness and ignorance. Every effort put forth on the part of the white ministers, daily press, and state officials, to reduce crime, should be heartily reinforced by the members of my own race.

Perhaps this country needed the lesson which has been brought home to it in such a sad manner by the death of our president to wake it up to the tremendous responsibility which is resting upon it in relation to bringing about a different and higher spirit in favor of respect of law and order.

On Writing Text-Books for Schools:

The Proper Preparation of MS. for the Printer.

By CHARLES WELSH, Boston.

(Continued from last week.)

If in any case two or more sizes or styles of type are to be used draw a vertical line along the edge of the matter to be printed in the usual type (or enclose the matter entirely with a line all round it) and write in the margin "heavy face," or "small type," or "minion," or whatever is required.

Indicate by ¶ when a new paragraph is to be made, and indent (that is, set farther to the right) the first word of each new paragraph.

In conversation begin each speaker's words with a new paragraph.

After a break in a narrative—say for the insertion of a letter set in small type,—when the use of the large type is resumed, and a new paragraph at the beginning of the large-type matter is not required, the words "Begin flush," or "No ¶" should be written in the margin.

If the matter is to be indented after the first line of a paragraph—as in dictionaries and some technical works, it is called a "hanging indentation," and should be so marked in the margin of the copy.

Different printing offices follow different systems of punctuation. An author who wishes his own system of punctuation to be strictly followed should make this clearly understood.

Notes and all additions and excisions in the manuscript should be made with the same care and foresight. Write every note, foot-note or otherwise, on the line or lines immediately below the annotated word and not at the bottom of the manuscript page. Let the note have the form of a paragraph and be separated from the text by a line above and below the paragraph. Mark it "foot-note" in the margin of the manuscript if it is to be a foot-note.

A box note. Notes that are to be boxed, cut-in notes enclosed in the area of the type, or **A cut in note.** marginal notes set out in the margin of the page should be indicated in the manuscript.

No additions should be made on the back of any page of the manuscript, nor should the manuscript be interlined except in the case of single words or very short phrases.

Each addition must be written on a fresh sheet of paper and the sheet containing the additional matter must have the same page numbers as has the sheet of which the matter is to be inserted, with a letter of the alphabet added. Thus an addition to page 7 would be marked "7a," and if a second sheet were required "7b," etc. Insert a caret at the point at which the additional matter is to be introduced, and write the new page number above the caret, thus: "In this world 7^a but."

If you wish to omit a letter, word, sentence, or paragraph, draw a line thru it and mark *dele* in the margin. If, after having crossed it out, you decide to retain it and it is still legible, place dots under it and write *stet*¹ in the margin; thus: She was too much grieved.

If the passage to be retained is illegible rewrite it and treat it as additional matter.

If several pages are to be omitted, write on the last page before the omission the number of that page, followed by the number of the last page omitted. Thus if ten pages are taken out after page 65, write on the bottom of the page "65-75, follow on 76, 77," etc.

Make no pencil marks on the manuscript. They confuse the printer and cause delay by raising questions.

The pages of the manuscript should be plainly numbered in one sequence from beginning to end.

A book always begins on the right-hand page, which gives the odd numbers, 1, 3, 5, etc., to the right-hand pages thruout the book. The running title, which is usually the title of the book, is given in the head lines of

the left-hand or even-numbered pages. The chapter title or the subject matter of the page is given in the head lines of the right-hand or odd-numbered pages.

The author should indicate any desired change from this form. With text-books, and especially with primary books, it is customary and desirable to use the title of the chapter on the left-hand page as a running title and the subject of the page for the head line of the odd-numbered or right-hand pages.

The following is the usual order of the "make-up" of a book:—

Title Page
Copyright Notice
Preface
Table of Contents
List of Illustrations
Introduction
Text
Notes
Glossary or Vocabulary
Index.

The table of contents foreshadows the general scope of the work, while the index facilitates reference to every passage. Half the value of a book is lost if it has no index. Index-making is an art which requires sound judgment and some practice. Of course it is always best for an author to make his own index; but the task is a long and irksome one, and may be placed in the hands of an expert. The fee for making an index varies according to the size and character of a book, but the author should always revise the manuscript of an index prepared by a professional index maker.

If a book is to be illustrated the subject of the illustrations, their style, size, shape, and place in the book have to be determined before the manuscript goes to the printer, as the illustrations must be ready before the type can be made into pages. The work of the artist generally takes more time than that of the printer, and if the author has any suggestions or views as to the illustrations he should submit them with the manuscript.

The foregoing instructions are of a general nature and apply to books of all kinds. The following notes apply more particularly to those books which are copiously annotated either in English or in foreign languages.

See that the text is correct, the orthography modern, and that all proper names are correctly and uniformly spelled.

Place an x at the right and a little above every word, in the text, on which a note is to be made. This applies to prose works only; in poetical works the reference is simply made to the number of the line.

The printer in setting up the text will substitute for this x the proper reference numbers for the notes. These numbers can then be inserted in the manuscript of the notes.

Write the notes on only one side of the paper.

In making a note repeat from the text the word or words on which the note is to be given. In the case of a long quotation the first few words and the last few words may suffice.

All these quotations from the text for note purposes should be underscored with a waving line, to indicate heavy-faced type.

All translations given in the notes as the special translation of the word or sentence quoted, should be underscored with one straight line, indicating italics.

All foreign words quoted in the notes should likewise be underscored with one line, to indicate italics.

In cases where a literal meaning is first given, followed by the free translation, it should be expressed: "lit., _____; trans.," followed by the translation in italics.

Vocabularies require special care, because it is exceedingly difficult to include every word and every needed meaning. The best plan in compiling them is to use small cards (which can be sent to the printer as

manuscript without copying), or slips of paper (which should be mounted on sheets for the printer, when the vocabulary is done), entering words and new meanings as they occur, and keeping the different letters of the alphabet together and in alphabetical order. The word itself should be underscored with a waving line and followed by a comma. Abbreviations for noun, n., masculine, m., subjunctive, subj., etc., etc., should be underscored for italics; so also any remark that is not a translation of the word.

Even tho he should not be able to adopt them every one a, publisher is always glad of suggestions from an author as to matters of style, form, size, binding, price, and other details of the book.

When sending the manuscript of a text-book to the publisher always acquaint him with the purpose of the book, the ground which it is designed to cover, and in what respect it is a departure from or an improvement on books already in the market.

It is customary to send with the manuscript or in the letter accompanying it money to pay for its return if it should not be accepted.

Do not roll the manuscript and do not fasten the pages together. It is an excellent method to enclose the manuscript in a pasteboard box for transmission, especially if it is to be sent by express. The express companies will give a receipt for the package and if it be lost, or if harm come to it, will refund its value to the author; but the value must be declared when sending it, and in case a higher value than fifty dollars is placed upon it the cost of forwarding it will be correspondingly increased.

The House of Refuge.

Much may be learned by teachers from the course pursued at the House of Refuge, for disobedient boys, etc., in New York city. They have to earn their way out. Here is the system:

Boys are sent here for two years, but they can go when they have received a total of seventy-eight credits and are in the honor class. One credit is given for every week during which the boy was not reported for misconduct. Under that rule a boy could get out in eighteen months, a sort of commutation system to encourage them still further has been introduced for every four consecutive weeks without a report they get an extra credit. In that way it is possible for a boy to earn his discharge in fifteen months.

To be in the honor class he must have gone straight for eight consecutive weeks. To go straight means to go without being reported. Even if a boy has his seventy-eight marks he cannot leave unless he is also in the honor class. It is against the rules for the boys to have matches or tobacco in their possession. If they break that rule it costs them thirty demerits, which means an added six weeks to their term. They can work that off, however, by going straight for six months during their regular term.

Close of Pan-American Exposition.

With a deficit of between three and four million dollars the Pan-American exposition closed its gates Nov. 1. Financially it was not successful, but the citizens of Buffalo take a hopeful view of the case, asserting that the great show has wrought much good for the community. Various factors of its financial failure can easily be picked out. The death of President McKinley cost the exposition at least a million dollars. There was serious loss during the early weeks because many of the buildings were not completed on time. Then it is quite possible, as has been suggested, that an impression got abroad that the whole exposition could be seen in two or three days, so that people who spent weeks at the Chicago fair were content with a few hours at the Pan-American. However many the causes, the fact remains that the Pan-American was artistically successful but a failure commercially.

Temperance and Industrial Advancement.

Whatever opinion one may have regarding the value of the present so-called scientific temperance teaching in the schools, one must admit that the leaders of the movement have put forth some striking facts in a translation they have published from a recent article by M. Rudolph Meyhoffer, a young Belgian who came to this country from Brussel, as an international delegate to the Young Men's Christian Association jubilee in Boston last June. Speaking of the reasons for American industrial supremacy, he quotes Mr. Walter MacFarland, of Pittsburg, as saying:

"It appears that the American workmen are much better timekeepers and far less given to dissipation than those in Great Britain. One of the best firms of British shipbuilders, which has had no trouble with its men for years, recently stated that there is a loss of time amounting to nearly twenty per cent. due largely to drunkenness. If anything approaching these figures is true generally, there can be no surprise that English firms open to competition from well managed American work should have a hard time."

Again the author alludes to Hon. Carroll D. Wright's labor bureau investigations showing that more than seventy-five per cent. of the employers of skilled labor in the United States require total abstinence of their employees and fifty per cent. of the employers of unskilled labor demand the same.

There would seem to be no doubt that the temperance of the average American workman is a factor in industrial competition, but we are inclined to take issue with the idea that temperance first began to be noticeable immediately after the introduction of so-called scientific temperance teaching into the public schools about two decades ago. If memory serves us rightly total abstinence has been characteristic of a large, and temperance of a still larger section of our population ever since the Washingtonian movement swept the country about 1830. It is one thing to display for merited praise the actual results of so-called scientific temperance teaching; it is quite another thing to follow the customs of political managers in claiming everything in sight.

The Lights of New York.

New York turns on every night about 250,000,000 candle power of lights. The streets alone are lighted by 18,511 gas lamps of sixteen candle power each, 739 naphtha lights and 2,850 electric lights of 1,200 candle power each.

There are over 900,000 incandescent electric lamps in New York. Their combined light is about 15,000,000 candle power. Add 8,000 arc lamps which have a combined candle power of about 10,000,000. The most brilliantly lighted interior is that of the Metropolitan opera house, with 10,000 incandescent lamps. The Hotel Waldorf has 4,500 incandescent lamps. The Hotel Majestic has 500. The Manhattan Trust Company 3,500. The American Tract Society building 3,000 lamps.

Persons of school age, five to twenty years, number 26,110,788, of whom 24,897,130 are native born. The whites are 22,490,211 and the males number 13,086,160.

A very handsome wall map of Germany, in the Columbia series compiled from the latest and most authentic surveys has been issued by Messrs. Rand, McNally & Company. The lines of demarcation between the various provinces are carefully drawn, the heights of all important elevations are given and the lines of canals, but not of railroads, are designated. The mechanical execution is of the highest character, and the map will certainly be a valuable addition to a valuable series.

Reports of the meetings of the Connecticut State Teachers' Association and of the Rhode Island Institute of Instruction will appear in these pages next week. The discussion of the educational possibilities of the School Community will be continued.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING NOVEMBER 9, 1901.

Council of New York State Superintendents.

The spirit controlling the sessions of the Council of School Superintendents in the State of New York has developed wonderfully in professional character. Several years ago laudation of the study of pedagogy would have called out ridicule and funny remarks. This year, at Auburn, Superintendent Whitney, of Ogdensburg, was applauded when he insisted that every school superintendent worthy of the name ought to devote at least two hours a day to professional study. Moreover, the greater part of the discussions was occupied with intensely practical questions that concern the administrative and executive heads of school systems. No time was wasted on fruitless topics.

Economy of Time.

Supt. C. E. Gorton, of Yonkers, opened the convention with a straightforward talk on the "General Principles that Ought to Govern the Superintendent in the Best Use of His Time." He argued that it was wise economy to devote a large share of time to the selection of teachers. Care in this direction would save many precious hours for other work. The time needed to instruct the inefficient would be more profitably devoted to the inspection of schools. Much time would be saved also if the superintendent should invariably tell the truth. Trying to be politic and steering in pleasant waters only consume a great deal of time in explanation and "seeing people."

He ought to have definite office hours, the fewer the better. Book men and others who want to see him should be limited to those hours. The idea is that it is the duty of the superintendent to economize the time of others as well as his own. One cause for rejoicing is that superfluous statistics and markings are being swept out of existence. The man who is everlastingly asking for reports will not hold his position long in these days when superintendents are supposed to be more than clerks and statisticians of the board of education. The main strength of the superintendent ought to be given to leadership. He ought to be the intellectual leader in his community. He ought to bring his teachers in accord with himself, and if he gives any specific directions it is his plain duty to know, and know in detail, the things, or at least the reasons for the things, he insists upon. The larger share of his time in school work ought to be given to the primary and intermediate departments. Here he can help most. The high school is largely taught by specialists, who, if they are selected with care, will know more about their subjects than he. The same principle holds true in his relation to special supervisors. Much time may be wasted by interference with experts. The superintendent ought to be broadly, thoroly, and professionally educated, and keep in touch with progressive movements in the educational field.

Supt. John Kennedy, of Batavia, was called upon to open the discussion. He said that the school board has confidence in the competence of the superintendent and in his devotion to his work, and therefore gives him large powers as regards the use of his time. He is not limited to any definite work but is held responsible for results. He makes the best use of his time if he inspires and stimulates his teachers to work intently and independently, giving to the schools the best there is in them, yet keeping in harmony with his views. He must vitalize the whole system, must be the brain and head of it. He may find it necessary to conceal his plans and hopes for a time in order to accomplish certain ends.

Much time may be wasted in revealing new purposes and duties before the way is prepared. Much useless discussion, explanation, and defence are necessitated by unwise haste. The superintendent needs special preparation for his work if he is to make the best use of his time. If he does not know the scope and details of the duties of his office he must of necessity waste much valuable time. He must read educational papers and keep informed concerning important educational departures.

Supt. S. R. Shear, of White Plains, in continuing the discussion said that plans should be evolved in one's own mind before revealing them. Time should be economized by reducing the clerical work to a minimum. Adequate office help should be obtained. The board of education must be taught to see the folly of putting an expert educator to work on statistics and the keeping of books and other things which might be done by an office clerk. That superintendent makes the best use of his time who devotes it to the uplifting of the teachers and schools and the arousing by every means of an educational sentiment in his community. He must study the imperative needs, and give his greatest strength to them. In small systems contact with teachers may be close and frequent. In larger cities the details of the work might be taken up in grade meetings.

Supt. Barney Whitney, of Ogdensburg, said that the proper and judicious use of the superintendent's time must depend upon his choice between the things he has to attend to. By giving less to matters that are not pressing nor so necessary, he will gain more for large work in the direction of his teachers. Trained teachers cannot always be secured where the salaries are low. There it would prove profitable to give much time to the instruction and training of the corps of teachers. In order to be a fit leader the superintendent must be a student of the philosophy of education, and keep on the lookout for important educational departures. He ought to give time every day to the earnest and persistent study of education in its present tendencies, and to looking about at what is done in other localities. At least two hours a day ought to be given to the study of education and the visiting of other schools.

Some one suggested that Yonkers was more liberal in the expenditure for school purposes than other towns with less wealth. This brought Supt. E. G. Lantman, of Port Chester, to his feet. He said that there is a reason why Yonkers is willing to spend money on the schools, and that is that the superintendent has educated the community to appreciate education. Many superintendents cannot get money in communities far wealthier than Yonkers. It is wise economy to give much time to enlisting the interest of the public in the schools.

Supt. F. J. Diamond asked for methods of helping teachers who need help. This turned the discussion to teachers' meetings. Superintendent Nichols, of Mount Vernon, has his teachers understand that they must not make any engagements for Monday afternoon, and then calls meetings at this time whenever necessary. He said that he never holds a meeting on Saturday, as he believes in keeping teachers good natured regarding gatherings of this kind.

Superintendent Gorton in closing the discussion said that while he thought general meetings desirable for general purposes, he believed that better results as regards the promotion of free discussion could be obtained by grade meetings.

Supt. George Griffith, of Utica, the president of the council, quoted Superintendent Balliet to the effect that the superintendent must take time to consider important things, and not fritter away time in unimportant things.

Fire Drills.

Much interest was shown in the discussion of fire drills, which are required in every school by New York state law. Superintendent Stevens, of the borough of Queens, said that the purpose was to have children leave

schools in an orderly manner in case of an emergency, and to prevent danger from panic. In his schools one signal is used for getting books and wraps and another for immediate leaving without taking the time for gathering up belongings.

Supt. Charles W. Cole said that in his city of Albany fire drills had been practiced for upwards of twenty years. The ordinary signal for leaving the building was used.

Supt. John M. Dolph said that at Port Jervis the ordinary method of dismissal had been used for fire drill for the last twenty-eight or thirty years.

Supt. Darwin L. Bardwell, of Binghamton, said that he did not believe in an unusual alarm at an unusual time of day, and favored the ordinary signal for dismissal. His experience was that when a fire occurred in one of the buildings the teachers did not bring out their registers of pupils. It should be understood that these lists should be near at hand at all times and should be taken from the building whenever the alarm for fire dismissal is given.

Supt. Harry E. Reed, of Little Falls, suggested that it might be well to insist upon quickness in dismissal as the first consideration. He believed fire drill was needed mainly for the teacher, to habituate her to keep her head in emergencies.

Supt. J. Irving Gorton, of Ossining, said that he did not believe it necessary to make every fire drill end outside of the school building, especially not in inclement weather. The law requires drill every month and in all weathers. His plan on cold and stormy days is to let the march continue until the first file is at the exit and then reverse ranks and return to the rooms.

Supt. Willets, of Troy, has a large gong used for dismissal, believing in a distinct signal for the fire drill.

Supt. Caswell, of Catskill, believed it wise to make a test as to how children will act under nervous excitement by making the fire drill as genuine as possible, starting smoke thru the building, for instance. He finds the use of the drum, quick beat, to be a great help in the matter of order and time.

Superintendent Lantman has the first class follow a teacher who leads to the exist most convenient and safest.

Superintendents Norris, Davis, Scribner, Truesdale, Millar, and others participated in the discussion. The consensus of opinion seemed to be that both order and quickness are essential elements, and that wraps and property should be taken out if there is time to do it. Many believe that the drum renders splendid service as an aid to quick orderly dismissal.

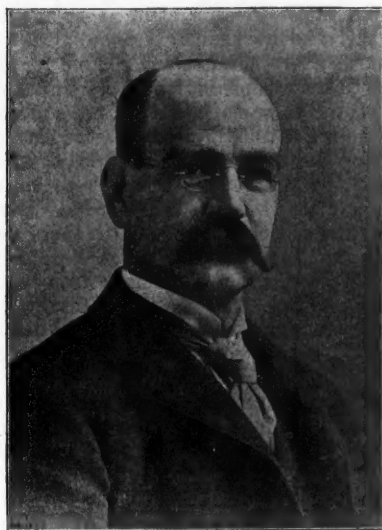
Joint Meeting of Boards and Superintendents.

State Superintendent Skinner presided at the joint meeting of the council with the State Association of School Boards, the latter of which had a very slim attendance.

Supt. A. B. Blodgett, of Syracuse, gave a good sensible talk on "The School Board and the Superintendent: What Each Owes to the Other." His address is printed in full on another page.

Editor George W. Bruce, of the *School Board Journal*, Milwaukee, read a paper in which he insisted that the rights of boards and superintendents ought to be clearly protected. The legislative ought to be kept separate from the administrative and judicial functions. He made the rather startling statement that the school board should say what to teach and the superintendent should decide how to teach.

Supt. E. L. Stevens, of the borough of Queens, opened the subject of business education. The man with whose name the subject is most closely identified, and who has for years been planning the ideal commercial school to be incorporated in the school system of the metropolis, Pres. Miles O'Brien, of the New York board of education, was not able to attend the meeting, owing to pressing business engagements attendant upon his recent election to the presidency of the Bank of



Supt. A. B. Blodgett, Syracuse, N. Y.

North America. Pres. A. C. Tuxbury, of the North Tonawanda school board, was called upon for discussion of the topic. Being unprepared and not at all acquainted with the subject, much time was wasted, to his own embarrassment as well as the discomfort of the meeting.

Health of Pupils.

Supt. James A. Estee, of Gloversville, argued for the necessity of a law to control hygienic requirements in the schools, on the ground that if the child is forced by the compulsory law to attend school it is a duty of the school to see that he shall not receive physical detriment. The buildings must be as hygienically constructed as possible, and have the best apparatus for heating and ventilation. Further, the duty of teachers is to see that the children come fit to associate with others, both in point of health and cleanliness. He believed that there was need for a state home school for neglected children. He has found that the people who are most insistent upon the duties that children owe to parents are the least conscientious in attending to their duties toward their children. The state home schools would be better economy than dependence upon the reform schools and prisons.

School Baths.

Superintendent Griffith gave a most valuable report of Utica's experience in introducing school baths. What he said may be of help to many superintendents and principals, and is therefore given here in full:

Two years ago when remodeling and enlarging a ward school building we decided to fit up two bath-rooms—one for the use of the boys and one for the use of the girls. For this purpose rooms about eight feet square, with similar adjoining rooms for dressing-rooms were constructed in the basement and adjacent to the toilet-rooms. These were equipped with facilities for shower baths, and a special hot water heater was installed to furnish hot water to both rooms. The extra cost for building and equipping these rooms was approximately \$400.

The school contains about 450 pupils in kindergarten and grades 1 to 6. Probably not one in five of these children has a bath-room at his home. We furnish soap, wash cloth, and bath towel to each pupil. To launder the clothes and towels costs us fifty cents per week when not more than 150 pieces are used per week. We pay the janitor fifty dollars per year additional for the extra work occasioned by the baths.

When the school was opened, September, 1900, the matter was presented to the pupils in the light of a special favor to their school, and the question was asked how many wished to use the bath-rooms? Nearly every

hand went up. The principal then granted applications by issuing a ticket to each child as he applied, which specified the time he should be allowed the use of the bath-room. Fifteen minutes was allowed for each bath. When this ticket was presented to the janitor or, in the case of girls to the woman assistant, the child was given a clean wash rag and bath towel, and the bath-room was prepared for use. Beginning at 7.30 A. M., and running to 5.30 P. M., the two rooms were thus kept in nearly constant use outside of school hours. Run in this way during the school year 1900-1901, there were something over two thousand baths taken voluntarily by the children. We sent a few children from one or two other schools to this school to take baths.

This year we are allowing children to use the bath-rooms during school hours as well as before and after school.

We are somewhat surprised and exceedingly pleased to have nearly or quite all of the children who do not have bath-rooms at home, voluntarily using the school baths.

The effect upon the school is too obvious to need description. There has not been a single objection met nor an undesirable effect noticed. The cost is merely nominal. We are so well satisfied with the results that we are putting similar bath facilities into other buildings as they are being erected.

Length of School Sessions.

The experiments of Supt. F. D. Boynton, of Ithaca, in reducing the length of school sessions, and in reducing waste aroused much interest. The departure has been referred to in THE SCHOOL JOURNAL. This is the



Supt. Frank D. Boynton, Ithaca, N. Y.

report as Superintendent Boynton gave it to the council:

In my report to the board of education of my city one year ago, I took occasion to point out under the title of "Waste in Education," how the course of study could be improved and time saved without increasing the burden of the teacher or the pupil, and without diminishing the intellectual results. In that part of the discussion relating to the primary grades I made the following summary of benefits that I believed would result in shortening the session: Among the benefits we would have to count more time for personal attention by the teacher (individual instruction); reduced danger to health from crowding and bad ventilation; reduced danger of crushing out the child's spontaneity thru long imposed restraint; the larger opportunity for the exercise of parental influence; and the disappearance of the nervous strain upon the teacher caused by her attempting to hold in check a roomful of tired, nervous, and restless children.

The plan adopted in most of our primary grades was to divide the number into two groups, one group to come at nine o'clock and return at 10:15, the other to come at 10:30 and go at 11:45, both returning for an hour in the afternoon for the general work, such as drawing, music, etc. This plan was rather an evolution than an adoption, as several combinations were tried and all had to be varied according to conditions peculiar to the conditions of the various wards in which the schools were located, but no school held its first primary grades for more than one-half day (two and one-half hours).

At the close of the year we asked for a report from our primary teachers from which the following extracts are made. These teachers have taught under both the shorter and the long day plans; all are experienced. One report reads, "I have been able to do more work and better work than ever before. Three of my pupils have done the work not only of the first year, but also of the second; only two of my forty-seven pupils have failed to do satisfactory work, and one of these did not enter school until the middle of the year. I am in favor of the shorter day for three reasons: 1. The teacher's whole time can be given to the pupils immediately before her. 2. The children can be more easily grouped according to ability since we can have more groups. 3. Children do not grow weary from their work and fall into bad habits." Another report reads: "My attendance has been almost perfect, far exceeding that ever obtained before. Inasmuch as there was nothing said about punishment or penalties for tardiness I attribute this increase in attendance to the increased interest which the children have shown under the shorter day plan. They do not grow listless or weary over their work. It is possible to keep the room better ventilated. I have spent almost no time in disciplining my pupils this year. Their work seems to have kept them busy and out of mischief and when their work was done they were immediately sent into the open air on their way home. I should be very sorry to change back to the full day."

A third writes in her report, "The shorter day plan has been tested with great success in my room this year. The discipline is very much easier. The minds of the teacher and pupil are more readily concentrated upon their work. The teacher and pupils are drawn nearer, there is a closer contact of mind, heart, and inclination, making the school spirit a pleasant one. The teacher comes to know her pupils better and therefore is better able to serve them. No time or energy is lost watching for inattention or disorder, and more time is left for physical development and out-of-door play; it leaves less time for idleness. From an ethical standpoint the shorter day has great value in promoting the health and morals of the pupil and gives greater value to the quality of their work."

The plan has been extended this year to include the first half of the second primary grade at Ithaca.

Physical Culture.

Superintendent Lantman, of Port Chester, argued that an element of sport and fun should enter into all play and physical culture carried on under the direction of teachers. The work in this department should be definite, progressive, and practical.

(To be concluded next week.)

College News.

COLUMBIA.—The papers report that the sophomore and freshman classes "engaged in fighting for over a half hour; three men were knocked out and taken into houses for repair."

CORNELL.—The total registry is 3,250. A mass meeting was held of students to devise plans to suppress hazing.

HARVARD.—A new splendid club-house has been opened; the fee is ten dollars per year; it is open to all; a restaurant is attached.

Mr. Low's Election and the Schools.

Teachers thruout the greater city are reported to be very much excited over the election of Seth Low as mayor, and of Jacob Cantor, J. E. Swanstrom, and George Cromwell as presidents of the boroughs respectively of Manhattan, Brooklyn, and Richmond. They well may be interested, for the election results affect the educational system vitally. The new charter enables Mr. Low, if he chooses, to appoint an entirely new board of education, the forty-six members of which will serve for five years. Should he do so, it would be an assured fact that a "reform" board will be in power thru the year 1906. A "reform" board will naturally see to it that at least a majority of the new central board of nine superintendents is in sympathy with them. On this board serve the present city superintendent *ex officio*, and the four borough superintendents. From the present body of associate superintendents four will have to be chosen to the new board, and those who came in under the previous "reform" administration have naturally been picked by rumor as sure to be chosen. The city superintendent, Dr. William H. Maxwell, will stand for re-election under the "reform."

The associate superintendents who are not chosen to the central board will be assigned for the remainder of their terms to other duties, twenty-three of them to positions as district superintendents; the others will be assigned to special services.

The borough presidents have the power of appointing the various district boards of five members each, to serve five years each. There will be twenty-two of these boards in Manhattan, appointed by Mr. Cantor; fourteen in Brooklyn, appointed by Mr. Swanstrom; two in Richmond, appointed by Mr. Cromwell. The Tammany candidates for the presidents of the boroughs of the Bronx and Queens were elected, and will have the appointment of four district boards each.

Already rumors are abroad regarding important changes. For instance, it is stated that Mr. Charles C. Burlingham will be president of the new board of education, and that Borough Supt. John Jasper will resign at the close of the present school year.

Mr. Burlingham displayed good qualities of leadership when he was in the old board, and would unquestionably make a good legislative head of the school system. Many of those who have noted the good work done, often under adverse conditions, by Pres. Miles M. O'Brien, will regret his loss if he must be deposed from his position of pre-eminence. It is to be hoped also that Mr. Jasper will not be allowed to retire, for a more faithful and efficient school officer never served the city of New York. There are many other men who have been giving excellent service to the city in their positions, men who are not in full political sympathy with the powers that are soon to be. Undoubtedly the mayor and his associates will be too broad minded and too practical to dispense altogether with the valuable assistance of such men.

On the whole, great things can be expected of the "reform" administration. Under it the educational policy of the past should be continued and strengthened, and the business end of the school administration should be immensely improved. There should be no repetitions of the disgrace of unhoused children. Superintendent Snyder, of the building department, should have his hands upheld in his efforts to construct honest and worthy school-houses. There should be no chance whatever for the disquieting suspicions that have frequently been broached in the past to the effect that petty blackmail and "rake-offs" have been tolerated in some of the business departments. The conduct of the schools ought to be above all suspicion in every department and uprightness should be so well established that no intelligent business man will dare to assert that his chances of selling his goods to the board of education depend upon "velvet" rather than upon intrinsic merit.

The Louisiana Purchase Exposition.

Undeterred by the example of the Buffalo exposition the promoters of the St. Louis exposition of 1903 are energetically working out plans for what they announce as "the greatest enterprise of the age." They announce that their world's fair will be both national and international in character. It will present in a special degree, and in the most comprehensive manner, the history, the resources, and the development of the states and territories lying within the boundaries of the Louisiana Purchase, showing what it was and what it is; what it contained and produced in 1803; what it contains and produces in 1903. It will aim to make life and movement its distinguishing characteristics. It will aim to present man, as well as the works of man; to show manufacturing industries in actual operation as well as the manufactured product and the motionless machines. It will embody and illustrate the latest modes of employing the forces of nature in the service of man. The exposition site will be the western half of Forest park. About 1,000 acres, nearly in the form of a square will be used.

A Boom for Manual Training.

The announcement that Mr. Andrew Carnegie has plans for the new technological school at Pittsburg that involve the expenditure of about \$30,000,000 is enough to stagger the imagination. The greatest universities of the country, with their numerous departments, none of them represent any such capital as this. The establishment of such an institution ought to do much toward the solution of local and national labor troubles. In especial it should result in some practical substitute for the apprentice system which has been generally disused but in place of which no adequate system has been devised.

Mayor Low's Responsibility.

As mayor of the greater New York Seth Low will be at the head of an army of 40,000 officials of various degrees, ranging from heads of departments down to common day laborers. If any one of these people creates a scandal thru maladministration of office the mayor can be held responsible for correction or extermination of the abuse. The direct patronage controlled by the mayor of New York is larger and more valuable than that of any other officer in the United States except the president himself. Twenty-nine of the positions immediately to be filled aggregate salaries of \$190,000, or more than \$3,500 each. Under the provisions of the new charter Mr. Low will have greater authority over his heads of departments than Mr. Van Wyck has had, and if any of them fail to carry out his wishes he can remove them at will. In other words the responsibility for the whole fabric of municipal organization is fixed upon one man. The task of upholding it is truly Atlantean, but Mr. Low has broad shoulders.

Philadelphia and New York.

In marked contrast to the overturn in New York is the decisive victory of the established "organization" in Philadelphia. Altho the Republican majorities in the city as well as thruout the state of Pennsylvania were reduced by the onslaughts of the fusionists, the fact remains that the Ashbridge administration received a substantial endorsement at the hands of the citizens. There has been abundance of complaint over the administration of schools, water works, highways, and other public utilities during the past few years. Readers of the Philadelphia correspondence of THE SCHOOL JOURNAL are familiar with a long list of counts against councils for their persistent introduction of politics into school administration. The Philadelphia political situation is hard for an outsider to grasp, but it would appear either that the abuses paraded for years in every reputable newspaper of that city have been greatly exaggerated or that the citizens of a hard working industrial center deliberately prefer the wrong to the right.

Letters.

New Ways With Number.

The article entitled, "A New Plan of Teaching Number," attracted my attention at once because I have long since come to the conclusion that much time is wasted over the subject of arithmetic. The particular value in the article to me is this, that Superintendent Hobbs, of Whitman, Mass., was willing to experiment. I want to ask here, Mr. Editor, how many superintendents are willing to make experiments in teaching? The number is few. Why? Because they think that all that is worth knowing concerning teaching is already known. When Col. Parker began to teach in Quincy, Mass., he began to experiment; he asked his teachers to try a plan and watch for results. For quite a while, nearly three years, Boston was incredulous; but it finally gave in. I believe there is more to be learned concerning teaching than is already known. I do not believe the ordinary teacher thinks at all whether a method is good or bad; he says that is the way it is done and I will do it that way. Go on, Mr. Editor; pour in light on these dark subjects.

R. M. G.

Brooklyn.

Just Why.

There are a good many things I fail to understand and I must come to THE JOURNAL for enlightenment. I live in Ohio; it is a grand state and yet it would be still grander if it supported a half dozen normal schools. True we have good normal schools; I always feel very grateful to the one at Ada, but after being graduated there one has to be examined by people who are in office but whose knowledge and ability may well be questioned in order to be allowed to teach. Just why we do not have state normal schools nobody seems to know.

Then we have a reading circle, and just why certain books are recommended I do not know. I have an idea (not my own either) that the publishers and the managers have an understanding; the books are selected to please the former. Now I want to be a teacher, and I doubt the value of the books selected. The teacher, in my judgment, should pursue two courses; one in general culture and one in pedagogy. Most of the teachers I know are not pedagogical. They have no system.

There are several other things I should criticize in my state. There is no inducement or means to get anywhere if one should want to. I visited New York last year and found the third grade teachers pushing along to the second grade and these last determining to hold a first grade. This seems to me to be a good plan. After a residence here of eleven years I see the discouragements are just the same as they were in 1890.

Reubendale.

JANE PETTIGREW.

P. S.—"Tenants of our Farm," to be read to know how to teach a country school!

College Graduates as Teachers.

Mr. Herbert Osborn, who writes in your issue of August 24 upon "College or Normal Graduates," sets up an antithesis that does not exist. There is no proper hostility between college and normal school. The normal school is a professional institution. Its work in theory may well be preceded by a college education or the equivalent. One of these days when teaching shall have become well established as a profession, the good normal schools will have as high standards of admission and graduation as the excellent medical schools or law schools of to-day.

This is well understood in the colleges and universities. Students who expect to teach are advised to take courses in psychology, the history of education, and kindred subjects, and are consistently counseled against undertaking to teach without any professional prepara-

tion. College men and women who wish to make teaching their profession are to-day as a class spending more time and money in preparation than the financial and social rewards would seem to warrant. In other words they are helping to elevate the profession.

So far as the modern college graduate is concerned, it may be asserted that he is pretty well able to look out for himself. The old type of college student is rapidly passing—the stoop-shouldered, ill-groomed grind, living in a world of books rather than of humanity. The typical college man of to-day is very much alive to the importance of creased trousers and clean finger nails. He knows that in order to gain success in any profession he must be a student both of books and of men. He has had it dinned into him from early childhood that he must expect to work hard and earn little money while he is getting experience. If he cannot get a thousand dollars for his first year of teaching, he accepts seven hundred; he knows that there are principalships and superintendencies that he may attain before he is thirty.

The same is true of the graduates of women's colleges whom Mr. Osborn appeared to have especially in mind when he wrote his letter. "School boards do not feel sanguine that the college graduate is certain to be a success (sic) in teaching at the outset," any more than they feel certain that a normal school graduate whose teachers have written nice letters will be successful. They do know, however, that the chances are that the college bred woman is a Christian gentlewoman and that she will not be above acquiring the technique of teaching in the school of practical experience. She will naturally begin by teaching as she was taught in high school and college, but she will presently discard such methods as do not prove to be adapted to the class of children she is handling. Mr. Osborn will do well to remember, moreover, that at least some things taught in the colleges are right.

In particular, English is taught in all colleges and is well taught in most. It is not as yet well taught in the majority of normal schools, except where some Harvard or Chicago man or Teachers' college woman has come in and introduced daily theme writing to take the place of formal essays on "Why I go to School," or "The Selfishness of the Masses." If there is any one especially valuable service which the colleges are to-day rendering, it is their unceasing warfare upon split infinitives and unrelated participles, upon bad diction and bad paragraphing.

We need such warfare. Not long ago one of your educational contemporaries published three pages of short letters from leading educators of the country, in reply to some question of the day. As I glanced over the letters I noticed that the number of infelicities of language was very large and I took the pains to count them. Two hundred and seventy-three errors or improprieties of speech in three pages of brevity! Why, there were bad slips by men who are themselves authors of books on English composition. Most of the men and women who wrote these letters are broad-minded educators with excellent ideas which they express in a rough and ready way, but they have never learned the little amenities of the English language.

Smith college has been singled out in Mr. Osborn's letter for an especially palpable hit. A Smith graduate has written a letter in the fashionable angular hand, "going from the first page to the fourth, then at right angles on the second and third" (a very proper convention, Mr. Osborn, since it does away with the use of the blotter), and has thereby lost a position at the hands of a school official and his wife, who evidently were not up to date in matters of social usage. Therefore Smith college does not teach English, is Mr. Osborn's conclusion.

In point of fact Smith college is especially strong in its department of English, and the good effect of its insistence that every student master the mother tongue is

seen in the number of its younger graduates who have already achieved fame as writers: witness Jennette Lee, Josephine Dodge Daskum, and Bertha Runkle.

"The college graduate's greatest sin, however, is that she does not consider that the real end of all teaching is the formation of character."

Is there any proof that she does not; that a cultivated young woman brought up in a refined family, educated in good private or public schools until she entered upon a four years' residence at Northampton, or Poughkeepsie, or Wellesley, will not be just as careful of the manners and morals of pupils entrusted to her charge as will the graduate of New Paltz or Oswego who has been similarly brought up, but who happens not to have had training at a college? Character can be trained in the school-room thru two influences, the first being the example of the teacher; the second, strict attention to the little things that are manifestations of character. No teacher whose influence is worth anything keeps saying to herself during an arithmetic lesson, "This subject is of no importance in itself. See how I shall mold the character of my pupils with these fractions. That is what arithmetic is good for."

The real teacher will teach that arithmetic lesson for all it is worth, with never a thought of its influence upon character, but with the determination to present it honestly herself and to require honest effort from each child. Not amiable intentions but strict attention to business is the beginning of character teaching. It is my personal impression that many teachers make a great mistake in having too many heart to heart talks with their pupils. The teacher's sympathy should be quick to respond when it is needed, but displays of emotionality should be very infrequent.

In this last matter I have the impression that teachers who are college graduates of the modern type sin less frequently than others. The studies that are in vogue in the higher education to-day—scientific, economic, and critical—as well as the attention that is paid to out-of-door sports, tend to produce well-balanced men and women who do not spell their mission in life with a capital *M*; who do the work that comes to their hands simply, sincerely, without either exaggerating or underestimating its importance.

Northampton, Mass.

ANNE MERRINGTON MYLES.

Where They Fail.

That a great many graduates of normal schools fail as teachers is admitted, and yet many persons cannot see why this should be so. It will be better understood when we go back and look at the young men and young women before they entered. I knew several young men in St. Lawrence county who gave no promise of any excellence and who went to normal schools; then received good rural positions and made no success whatever. Those who knew the young men did not wonder at this; they said the school had done for them all it probably could. They were very moderate persons to start with.

Suppose you build a foundation for a small cottage, and then sell that foundation. Will the buyer be able to put up a mansion on it? Certainly not. When Dr. Alden was principal of the Albany normal school I heard him address a graduating class, and his words were so plain as to offend some members. He said: "The school has done all for you you would permit it to do; we do not profess to warrant your success; that depends on yourselves; we do not profess to make teachers here; we simply furnish opportunities for those to equip themselves who believe they have the ability to teach."

But a great many resort to a normal school knowing that the name "normal graduate" will get them a better place than a first grade certificate; many go because they have got to go to some school for three or four years and are willing to teach until something turns up. Both of these classes will yield failures; both of these

classes will crowd into normal schools. During the past summer I spent some time at a large farmhouse; one of the sons of the farmer was not very strong, and it was determined to make a teacher of him. He was a clever young fellow of nineteen, but utterly without a vigorous character and giving no promise whatever of being a mind-former; in fact, of the group of young men in that locality he was the least promising as a teacher; but I hear he has been admitted to one of our normal schools.

I can only recommend that at least a quarter of those annually admitted to our schools should be frightened away by some process and sent into other walks in life. It has been suggested that other departments should be added to our normal schools so that only those would take up teaching who had a decided taste for it and the rest become farmers, engineers, architects, etc.

Troy.

CHARLES E. MATTOON.

Erasers.

When I took charge of my school the children used rags for erasing boards. This looked untidy. I called attention to the undesirable method, but the children said they could do no better. I then told each child to take a wooden block, pad it with cotton, and cover it with a piece of carpet. This was done and now everybody is supplied with a neat, simple eraser.

Texas.

LAURA E. PIERCE.

Educational Meetings.

Nov. 8-9.—Central Ohio Teachers' Association at Cincinnati.

Nov. 25-27.—Oregon State Teachers' Association at Portland.

Nov. 28-30.—South Central Missouri Teachers' Association at Mountain Grove. President W. H. Lynch.

Nov. 29-30.—Northwestern Ohio Teachers' Association at Toledo.

Nov. 21-30.—Eastern Ohio Teachers' Association at Zanesville.

Nov. 29-30.—Massachusetts State Teachers' Association at Worcester.

Nov. 29-30.—Association of Colleges and Preparatory Schools of the Middle States and Maryland, Syracuse, N. Y. Sec., Prof. Herman V. Ames, University of Pennsylvania, Philadelphia, Pa.

Nov. 16.—New England Association of Teachers of English, Boston. Pres. C. C. Ramsay, Fall River, Mass.; Sec., George H. Browne, Cambridge, Mass.

Dec. 27-30.—Iowa State Teachers' Association, Des Moines. Pres., A. W. Stewart, Ottumwa.

Dec. 30-31.—Nebraska County Superintendents, Lincoln.

Dec. 26-29.—Southern Educational Association, Columbia, S. C. Secretary, P. P. Claxton, Greenboro, N. C.

Dec. 18-26.—Southern California Teachers' Association, Los Angeles.

Dec. 26.—Florida State Teachers' Association, Ocala.

Dec. 26-28.—Maine Pedagogical Society, Augusta.

Dec. 26-28.—Michigan State Teachers' Association, Grand Rapids.

Dec. 26-28.—Wisconsin State Teachers' Association, Milwaukee.

Dec. 26-28.—Colorado State Teachers' Association, Denver.

Christmas Week.—Indiana State Teachers' Association, Indianapolis.

Christmas Week.—Missouri State Teachers' Association, Kansas City.

Christmas Week.—South Dakota State Teachers' Association, Madison.

Christmas Week.—Montana State Teachers' Association, Helena.

Christmas Week.—Washington State Teachers' Association, Everett.

Dec. 27.—Texas State Teachers' Association, Waco.

Christmas Week.—Associated Academic Principals of New York State, Syracuse.

Christmas Week.—Maine State Teachers' Association, Augusta.

Christmas Week.—Ohio State Association of School Examiners, Columbus.

Christmas Week.—Ohio State Association of Township Superintendents, Columbus.

Dec. 30 Jan. 3.—California Teachers' Association, Pacific Grove.

The Educational Outlook.

Medical Inspection in Newark.

NEWARK, N. J.—The twelve newly created medical inspectors have been organized by the president of the health board and assigned to their duties with the following instructions:

"Inspectors shall visit all the schools in their respective districts between the hours of 9 and 11 A. M. each school day, and so far as possible at the same hour each day.

"They shall carefully examine each child isolated by the principal or teacher, and cause to be excluded those showing symptoms of any contagious or infectious disease, specifically noted as follows: Scarlet fever, diphtheria, measles, croup, whooping cough, mumps, smallpox, contagious eye disease, parasitic disease, chicken pox, St. Vitus's dance.

"Children excluded for any of the reasons above specified shall be informed by the inspector to return to school when well. They will be re-admitted only after re-inspection and approval by the inspector or the attending physician.

"On the last school day of each week inspectors shall fill out a weekly report for each school (Form No. 23) and send same to the board of health; duplicate reports shall also be sent at the same time to the board of education.

"If for any reason an inspector is unable to visit the schools of his district he must make arrangements with another inspector to take his place. A statement giving reason for absence should be sent to the health officer as soon as possible.

"Inspectors shall not under any circumstances prescribe or suggest treatment, or in any manner interfere with the attendance of the regular family physician.

"Inspectors shall be at all times under the immediate direction and control of the board of health in all matters pertaining to the performance of their duties."

Maryland Teachers' Reading Circle.

The Maryland State Teachers' Association at the annual meeting July 2, 1901, appointed a board of managers to organize, manage, and direct a state teachers' reading circle. The following named educators were appointed: State Supt. Bates Stephens, Mr. Edwin Hebben, Miss S. E. Richmond, Mr. G. Emory Morgan, Miss M. M. Robinson, Mr. Herbert E. Austin.

This board organized by electing Mr. Stephens chairman, and Mr. Herbert E. Austin secretary. The proposed association has been formed and arrangements made whereby all teachers of Maryland and all other persons above the age of eighteen years are eligible to membership. Cards certifying to membership are to be had upon payment of a membership fee of twenty-five cents. The work for the first year of the circle will consist of (a) a course in pedagogy; (b) a course in English or nature study. The prescribed text-books are: Hinsdale's "Art of Study" (American Book Company); Barrett Wendell's "English Composition" (Scribner); Shakespeare's "Julius Caesar" and "As You Like It"; Scott's "Nature Study and the Child" (Heath).

Those who wish to do more than the required work are advised to procure and read the following: *Educational Foundations* (Kellogg); McMurry's "Method of the Recitation"; Schaeffer's "Thinking and Learning to Think"; Arlo Bate's "The Study of Literature" (Houghton, Mifflin & Company); Froude's "Caesar" (Scribner); Mabie's "Life of Shakespeare" (Macmillan); Gaye's "The Great World's Farm" (Macmillan); Hodge's "Nature Study and Life" (Ginn).

The New Stevens Point Normal School.

Friends of the excellent state normal school at Stevens Point, Wisconsin, will be glad to learn that the institution is at last adequately housed. The original building was erected and first used in 1894. It was intended to accommodate about 225 students, but the growth of the school was so rapid that by 1898 it held second place among the normal schools of the state in point of attendance and was greatly overcrowded. Want of funds prevented rebuilding until 1900, when the board of regents began an addition to the original structure. Later a second appropriation was made by the legislature and contracts were let for finishing the building which is now complete.

Great improvements have been made possible by the additions. The desks which had necessarily been crowded into the assembly hall have been removed to a normal study room, 36x60 feet, on the second floor at the south end of the addition. This will easily accommodate 125 students. The drawing department will be transferred to a large, well-lighted room, 26x60 feet, at the north end of the second floor. In this room abundant conveniences for drawing and clay modeling are found.

The main library, the intellectual center of the school, will have a new location in a room 25x61 feet in the center of the house adjoining the assembly room. The library contains about 8,000 volumes, and has a trained librarian, Miss Irene Warren, the first professional librarian to be employed in a Wisconsin state normal school.

On the third floor are rooms assigned for the use of literary societies, and a large, well-lighted room, 28x60 feet called the

art annex, in which will be held exhibitions of pictures, statuary, manual training work, etc.

There is a room 23x52 feet which will be devoted to manual training classes as soon as the board of regents is ready to establish them.

In the basement of the addition is a large bath-room, 23x34 feet, fitted with all conveniences for the use of young men.

The building occupies a site of ten acres which is being beautified in every way possible. The structure itself, is large, having a total length of 265 feet. It is of Black River Falls pressed brick, rising above a basement of cream colored sandstone, with light cream colored terra cotta trimmings. The system of mechanical ventilation, controlled by the Johnson heat regulator is used.

Primary School Money for Michigan.

The auditor general for Michigan has just determined that the amount of primary school interest money to be included in the semi-annual apportionment among the schools of the state November 10, is \$1,739,463.72. The total number of children of school age in the state is 720,612. The rate, therefore, will be \$2.41 *per capita*. This is much the largest amount ever distributed, the next highest rate *per capita* having been \$1.65. The great increase is due to the increased amounts paid into the state treasury by interests paying specific taxes.

Physical Education at Teachers College.

In accordance with the determination of the authorities of Teachers college to offer adequate courses in physical education, Thomas Denison Wood, M.D., has been appointed professor of physical education. Dr. Wood was graduated from Oberlin in 1882, and took his M.D. from the College of Physicians and Surgeons in 1891. He will this year give courses in personal and school hygiene and applied anatomy, and will also serve as director of the gymnasium.

Growth of State Library.

ALBANY, N. Y.—The latest announcement of the condition of the New York state library shows that it began the new fiscal year with 320,858 volumes in its working collections, an increase during the year of 15,381, of which 7,865 (or more than half) were gifts and exchanges. This increase means the addition yearly of about a mile of shelving and it is seriously taxing the capacity of the library. A partial temporary solution has been found by boxing all duplicates and storing them out-side the capitol.

Since June six bulletins in the state library bibliography series have been issued. Bibliographies 26 and 27 are bound together and contain 90 pages; price, 15 cents. Bibliography 26 (65 pages) *Froebel and the Kindergarten* aims to cover everything published in English, including kindergarten periodicals, parts of books, and scattered articles. Bibliography 27 (24 pages), *Reading List for Children's Librarians*, includes not only those books and articles on library administration but also those on elementary principles of psychology, ethics, sociology and education for the benefit of librarians who undertake without the advantage of pedagogic training "the responsible task of influencing young readers at the most impressionable time of their lives."

Bibliography 28 is a *Reference List on Maine Local History* (148 pages, price, postpaid 20 cents). Bibliography 29 (32 pages, 10 cents) is *A Selection from the Best Books of 1900*.

Bibliography 30 (82 pages, price, postpaid, 15 cents), *A Class List of a \$500 Library Recommended for Schools*, is intended as a guide for secondary schools. To the general list is appended a selection of desirable editions of books required in regents' courses in English, American, German, French, and Spanish literature, in which are included both library and school editions, with mention of many excellent cheap editions in paper such as students can afford to buy.

Bibliography 31 (38 pages, 10 cents) has for its subject *Monopolies and Trusts in America, 1895-99*.

Home education bulletin 40 (158 pages, price, 25 cents) is on *Traveling Libraries*, by Melvil Dewey and Myrtilla Avery. It gives the most authentic information obtainable on every known traveling library system in any part of the world.

Catarrh, an excessive secretion from an inflamed mucous membrane, is radically and permanently cured by Hood's Sarsaparilla.

THE SCHOOL JOURNAL

NEW YORK, CHICAGO, and BOSTON.

(Established 1870), published weekly at \$2.00 per year, is a journal of educational progress for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish *THE TEACHERS' INSTITUTE*, *THE ENEMY SCHOOL*, *EDUCATIONAL FOUNDATIONS*, monthlies, at \$1 a year; *OUR TIMES* (Current Events), semi-monthly, 50 cents a year; and *THE PRACTICAL TEACHER*, monthly, 30 cents a year. Also a large list of Books and Aids for teachers, of which descriptive circulars and catalogs are sent free. E. L. KELLOGG & CO., 61 E. Ninth Street, New York, 286 Wabash Avenue, Chicago, and 116 Summer Street, Boston. Orders for books may be sent to the most convenient address, but all subscriptions should be sent to the New York office. *THE SCHOOL JOURNAL* is Entered at the New York Post Office as second-class matter.

In and Around New York City.

The Society for the Study of Practical Class-room Problems will hold its next meeting at the Hall of Education Nov. 9, 10:30 A. M. City Supt. W. H. Maxwell, will speak on "Composition in the Elementary Schools."

The next regular meeting of the New York Schoolmasters' club will be held at the St. Denis, Saturday evening, Nov. 9. An address will be delivered by Justice John Franklin Foot, of the supreme court of New Jersey, upon the subject "Education and Penal Reform."

The committee on nominations has prepared the following list: For Pres., Vernon L. Davey; First Vice-Pres., William C. Hess; Second Vice-Pres., Charles W. Lyon, Jr.; Sec., Peter C. Ritchie, Jr.; Treas., H. E. Harris; Librarian, Joseph S. Taylor. Board of governors, 1904.—Elmer C. Sherman, John P. Conroy, Charles S. Haskell, Samuel McC. Crosby; committee on admissions, 1904.—Charles A. Hoyt, John Doty, Andrew I. Sherman, Edgar Vanderbilt.

Whether or not the public school ship St. Mary's should be continued as a part of the New York school system has become a subject of serious discussion among the members of the board of education. Last year the nautical service cost \$32,000 and was thoroly unsatisfactory if all that practical sea captains have lately said about its graduates is true. Most of the published strictures, however, are denied by Captain Howard Patterson, president of the nautical college, who also ridicules the idea of turning the school ship to be officered by Annapolis men.

New York Society of Pedagogy.

The New York Society of Pedagogy (incorporated) announce a series of thirty hour lectures as follows:

Psychology, English Literature, History and Principles of Education blackboard illustrations to be given by Prof. John F. McNulty, Lewis F. Mott, Stephen P. Duggan, E. G. Spalding, and A. Grace Gibson.

Those who attend these lectures and successfully pass the examinations at the class thereof will receive certificates which will be recognized by the city superintendent in the granting of head of department license and license No. 2.

Free Lectures on Staten Island.

The board of education of Richmond borough has made a modest beginning in the direction of a free lecture system by announcing a series of lectures to be given in the auditorium of the Stapleton high school on the evenings of Nov. 6, and 20, and Dec. 4, and 18; and at the Port Richmond high school on Nov. 8, and 22, and Dec. 6, and 20.

Celebrating the Alfred Millenary.

An exhibition of books and prints relating to Alfred the Great and his times was opened at the Lenox library, Fifth avenue and Seventieth street, Oct. 28. It will be open several weeks and is well worth visiting. Among the articles exhibited are illustrations of the famous Alfred jewel, the only personal relic of the king known to be extant. Alfred's work as founder of English literature and education is shown in a full series of his writings in the old English and in modern translations, and in a selection of the more important publications about his life and reign.

Nature Study Club Exhibits.

Beginning Oct. 28, there will be an exhibition of the work of the Nature Study club, an organization of Brooklyn school boys and girls, at the Children's Museum in Bedford Park. A large array is presented of natural objects collected by the children in Prospect and Forest parks, on the Rockaway beaches, and elsewhere in suburban Brooklyn. The arrangement

of specimens has been in the hands of Miss Ruth A. Cook, originator of the club and assistant of Dr. R. E. Call, the curator of the museum.

A visit to the exhibition is well worth while. On the light buff walls are bunches and sprays of leaves and wild flowers, giving an almost complete epitome of the flora of Long Island. Around the room runs an exhibition shelf on which, in double rows, one finds boxes containing more than 4,000 specimens of bugs, beetles, and butterflies. Doubtless, the most remarkable object in the whole exhibition is a great branch mounted on a table in the center of the room and completely covered with an overlapping succession of the cocoons of the cecropia moth, upon which a number of fine specimens of the moth in its perfect state can be seen, as if making ready to fly away. Another very pleasing feature is the collection of native birds and their nests.

This nature study club, which was organized only about a year ago, has already reached such proportions that it is necessary to divide it into nine sections. Each of these divisions is named after some celebrated naturalist, and each has its own president and secretary. Miss Mary Edna Brown is president of the whole club.

Panic Averted

Two thousand pupils of P. S. 41, Brooklyn, went thru the fire drill Oct. 31 and marched out of the building, and only three of them knew that there was a real fire in the basement. The presence of mind of the three boys who discovered the fire may have prevented a panic. They found a blaze in some rubbish, and after vainly endeavoring to stamp it out, one of them ran out to turn in the alarm. On the way he met two policemen who hurried up stairs, informed Principal Smith and secured prompt dismissal of the school.

Schools and the Business World.

Mr. Winthrop E. Searritt, formerly a teacher in a Western university, now a well-known New York business man, was one of the principal speakers at the meeting of the Westchester County Teachers' Association, Nov. 2. He discussed the topic, "What has a business man a right to expect from the school?" The people of the United States, he stated, are expending some \$200,000 annually upon the common schools and they are entitled to full return from their investment. The business man has a right to expect of boys and girls who come to him for employment that they shall have above all else good character. Honesty, courtesy, and fidelity are not too much to demand of every graduate of an elementary school. The business man is also justified in expecting good carriage and the other evidences of careful physical training, for the physical life acts directly upon the mental and moral. The public school child should also have been instructed in his duties. It is a distressing fact that thousands of educated men in this city cannot be induced to take sufficient interest in political affairs to attend primaries or even to vote on election day.

New Teachers at Ethical Schools.

A number of new teachers from other cities are this year, starting in their work at the Ethical Culture schools, most of them drawn from the Middle West. Among them are the following:

Mr. P. W. Dykema, lately a principal at Indianapolis and at one time principal of the high school at Aurora, Ill. Mr. Dykema has assumed charge of the department of music. Mr. H. K. Bassett, also of Indianapolis, takes up the work in physical training. Miss Martha K. Genthe, Ph.D. (Heidelberg) has been elected head of the department of German, and Miss Jessie P. Rich, lately of Milwaukee, of the department of domestic science. Mr.

L. W. Hine, of the University of Chicago, is teacher of nature study and geography and has the direction of the school excursions. Mr. C. S. Osborn has been elected teacher of the eighth grade and Miss Alice J. Walker, of the Seventh grade. Miss Harriet F. Clark is assistant teacher of art.

Wants City to Take Corporate Schools.

The announcement of a cut in the salaries fund for 1902 has brought once more to the fore the question of the status of corporate schools entitled to some share of the moneys of the city. President O'Brien, of the board of education, has reiterated his opinion that the only way to dispose of this troublesome question is by taking over all the corporate schools that are involved. He would have the board assume to position of tenant, renting the premises in which the corporate schools are conducted. The teachers who are now employed would be continued in so far forth as they can successfully qualify under the provisions of the charter for licensing teachers.

Resignation of Commissioner Emmet.

Mr. William T. Emmet has handed in his resignation as a member of the school board of the boroughs of Manhattan and the Bronx. Mr. Emmet, who lived in East Ninety-fifth street, represented the interests of the upper Fifth avenue district. He was a member of the committee on sites and buildings, and was chairman of the committee on free lectures, libraries, and evening recreation centers. He was obliged to resign on account of the pressure of business. As his term would have expired Feb. 1, 1902, it is a question whether Mayor Van Wyck will fill the office for so short a time.

The Physical Education Society.

The New York Physical Education society was authorized at the meeting last April of the American Association for the Advancement of Physical Education to elect the next national council of the association. This action has been taken and the national council now stands as follows:

Pres., Watson L. Savage, M.D., Columbia university; First Vice-Pres., Henry Ling Taylor, M.D.; Second Vice-Pres., Matilda K. Wallin, M.D.; Sec., Jessie H. Bancroft; Treas. Elizabeth C. MacMartin; Josephine Beiderhase; Jacob Bolin; Luther Gulick, M.D.; Emanuel Haug.

The editorship of the *Physical Education Review* has passed to Dr. Luther Gulick, of Pratt institute, with whom the following group of departmental editors will be associated:

Thomas H. Balliet, Ph.D., Springfield, Mass., Psychology; Franz Boas, Ph.D., Columbia university, Anthropology and Anthropometry; Maximilian P. E. Grossmann, Ph.D., New York city, School Hygiene; Theodore Hough, Ph.D., Massachusetts Institute of Technology, Physiology of Exercise; Fred Eugene Leonard, M.D., Oberlin college, History of Physical Training, German Literature; R. Tait McKenzie, M.D., McGill university, Artistic Anatomy; Henry Ling Taylor, M.D.; New York city, Orthopedics, French Literature; Matilda K. Wallin, M.D., New York city, Swedish Gymnastics and Literature.

Work of the Brooklyn Institute.

Jonah's gourd did not grow more rapidly than has the Brooklyn Institute of Arts and Sciences in the past fifteen years. If the original founders, who started it as the apprentices' library association, in 1823, could see its progress of this year they would be duly astonished.

Since 1887 the income has increased from \$4,456 to \$197,844, the permanent funds from \$37,000 to \$256,047, the number of institute members from 82 to 6,836, the annual attendance from 6,900 to 542

126. In 1877 there were eighteen meetings; now there are 591. In 1887 there were sixty special classes open; now there are 3,653.

Comprehensive and strong departments of architecture, electricity, geography, mathematics, painting, philology, political science, psychology, microscopy, entomology, physics, chemistry, astronomy, botany, mineralogy, geology, zoology, and archaeology are conducted. Each department has its library, its valuable collections, its lectures, its research, its meetings.

The department of botany has a herbarium of more than 37,000 specimens.

The department of astronomy needs a large and fully equipped astronomical observatory which the members are talking of realizing. There is a photographic department with a studio, a dark room provided with all photographic accessories, and an enlarging room. For \$1.50 a year any member of the department may make use of the rooms and apparatus.

The institute has a biological laboratory at Cold Spring Harbor to furnish a place for general biological investigation and give opportunities for practical investigation to advanced students. The laboratory accommodates sixty students, is splendidly equipped with aquariums, running salt and fresh water, private rooms for work, library, lecture hall, photographic rooms, dormitories, dining hall, etc. For about \$65 a student may have board, room, and all the advantages of the laboratory, the lectures, use of launch, small boats, collecting apparatus, bacteriological apparatus, etc., during the season of July and August.

A comparatively recent addition is the department of pedagogy conducted in co-operation with Teachers college and New York university. More than 1,500 Long Island teachers are enrolled in its classes.

There is no organization that enlists more unremunerated and able public service; the end and aim of the men who have given themselves unselfishly to the welfare of the institute has been to waken a public perception of the need of education and then satisfy that need wherever and in whatever form it appears.

School No. 3 Exonerated.

Vague charges that sanitary conditions, at P. S. No. 3, Brooklyn, have been responsible for an outbreak of diphtheria were emphatically denied at a joint meeting, Oct. 30, of the local committee of the school and the health committee of the Brooklyn board of education. There were present Col. G. P. Clark, Dr. J. H. Hunt, Mr. Morace E. Dresser, Dr. John Griffin, Dr. J. R. Kenn, Mr. W. S. Hurley, Mr. John Redman, chief inspector of plumbing, Mr. J. W. Ross, superintendent of the department of buildings, and Mrs. George Weightman president of the parents' league. After careful investigation a resolution was passed to the effect that no evidence is present in the building that any contagion of diphtheria has emanated from its lavatories or that there has been any carelessness on the part of teachers.

Considering an Endowment Fund.

The council of New York university met Nov. 4 in annual session and elected Miss Helen Miller Gould president of the woman's advisory committee. Chancellor MacCracken read his annual report in which he recommended that a committee be appointed to consider plans for a celebration in 1905 of the seventy-fifth anniversary of the university. The question was discussed of undertaking to secure by 1905 one or both of two additional funds, namely, a million dollars for grounds and buildings and, second, a productive endowment fund of \$1,000,000.

Cornell Scholarship Announcement.

Superintendent Jasper has sent out to all the principals under his charge an

announcement in regard to the examination for free scholarships at Cornell university, which will be held at the Hall of Education June 7, 1902. It will be open to pupils of at least sixteen years of age and of six months' standing in the common schools or academies of the state during the year immediately preceding the examination. No candidate will be admitted who is not a legal resident of New York county. The subjects of the examination are English, history, algebra, plane geometry, and either Latin, French or German, at the option of the candidates.

Jersey City Items.

New schools are in prospect. Old No. 2, in the third ward, is at last to be torn down. This has been considered unsafe for several years, and from time to time has been condemned by experts. The hurricane which passed over the city in August last so damaged the building that parents have been refusing to permit their children to enter it. A new primary school will be erected on the old site and a large grammar school built in addition, on another street.

The cornerstone of the new grammar school, in the Hudson City district, was recently laid. Mayor Hoos made the principal address and stated that this was the ninth cornerstone he had laid during his incumbency.

This increase in school accommodation has not kept pace with the growth in school population. While there are few children on the waiting list, large numbers are crowded into half day classes, and "Copenhagen" classes, that is, classes which have one session from 8-30 to 12-30, other classes taking their places from 12-30 to 4-30. It is in this way that all the pupils of old No. 2 are accommodated in No. 4.

New Plans for Playgrounds.

NEWARK, N. J.—At the meeting of the Newark Educational Association Oct. 30, plans for next summer's vacation schools and playgrounds were talked over. The rooms at the Working Girls' club, 885 Broad street, at which the meeting was held, were filled with exhibits of work done by the children last season. Various instructors who were in charge—Mr. Walter Fairchild, athletic instructor, Miss Emily Mercy, Miss Edith Brewer, Miss Bertha Clark, Miss Emma Bailey, and others—made reports and suggestions which were discussed by members of the association.

Sketch of Supt. Treudley.

YOUNGSTOWN, O.—Probably there is no more familiar figure in Youngstown to-day than that of Supt. Frederick Treudley who for fifteen years has looked after the interests of the city schools. The following sketch of his career may be interesting:

He was born at New Brighton, Pa., in 1852, being the son of a well-to-do paper maker. The family moved to Morgantown, W. Va., when Frederick was a year old, and soon after their arrival the father was killed. Mrs. Treudley was subsequently married again, this time to William Darion, of Newton Falls, O.

Mr. Treudley was educated in the public schools of Newton Falls, at Hiram college, and at the University of Indiana. From the latter institution he was graduated in 1878.

His first school position was at Ellettsville, Ind., where he was principal for one year. He was then elected principal of the high school at Union City, where he established so excellent a reputation that at the end of six years he was called to the superintendency at Youngstown. No Ohio superintendent is more deservedly popular with his teachers and pupils.

How Mothers' Clubs Help Schools

WILLIAMSPORT, PA.—Educational subjects were numerous in the program of the sessions of the Congress of Mothers, Oct. 25. "It is not merely a guess, but an actual fact, that the work of the clubs has greatly advanced the interests of the schools," said Supt. Charles Lose, of Williamsport, in his address. He showed that especially in the matter of discipline the clubs are of great value.

Mrs. J. P. Mumford, of Philadelphia, state organizer of the mothers' congress, read a paper on "Among the Schools of Pennsylvania." She maintained that experience has shown it to be easier to organize clubs in cities than in rural districts, where all sorts of local prejudices exist. The congress has secured the active support of State Supt. N. C. Schaeffer who is a member of the advisory board, and who recommends the organization of clubs in all the schools of the state.

Mrs. Mumford elicited a murmur of approval from the audience when she said, "If there is anything the American people need, it is to be taught courtesy. In the hurry of our business life we often forget courtesies which take off the rough edge of life. The way to remedy this is to begin with the children."

She also made the point that parents should not expect busy teachers to seek them out in their homes, but should rather go themselves to the teachers and keep in personal touch with them. "It is easy enough to get mothers to go to the teachers when they are on a fault-finding mission, but they are few who go to the school-house to compliment the teacher for the good she has done for the children."

At the same meeting Dr. Sherman Davis, of the University of Indiana, gave an address on "The Power of Suggestion in the Education of Children."

Favors Specialization.

COLUMBUS, GA.—In his annual report Supt. Carleton B. Gibson comes out strongly for specialization of work in the advanced grammar grades. He particularly favors exchange of subjects between any two teachers in the same building. A teacher who is partial to geography and strong in it may not be so good a teacher of arithmetic as her neighbor of the grade just above or below.

Physical culture is a subject which Mr. Gibson is very anxious to have introduced and, altho there is no money as yet for a special teacher, it is probable that a suitable course can be laid out and followed by the grade teachers.

Quick Calculator at Philadelphia.

Superintendent Brooks treated the members of the board of education, the high school teachers, and the principals of elementary schools, to a remarkable exhibition, Oct. 24, of the powers of Mr. Jacques Inaudi, the lightning calculator now performing at Keith's. The audience, composed thus of some hundreds of school people, was simply dazed by Inaudi's performance. Dr. Brooks would ask him such a question as the following: "How many days were there from Feb. 21, 1860, to Sept. 10, 1860?" The answer, 202 days (leap year being noted), came almost instantly. "If a leap year begins on Friday, upon what day will July 4 fall?" This did not stagger Inaudi, as he promptly answered correctly, "Monday." In six seconds he gave the square root of 9,339,136 as being 3,056. To find the fourth root of 5,636,405,776, which is 274, he required four-and-one-half minutes. The longest time spent upon any one calculation. All the questions were given orally and were solved mentally. The man's memory is such that at the close of the exhibition he recited the original figures of each question with very few lapses, and the correct answers in each case without a single error.

Educational New England.

BOSTON, MASS.—At the meeting of the school board on Oct. 22, Mr. John F. Casey, acting head master of the English high school was nominated for the permanent head mastership. The nomination goes over to the next meeting, under the rules.

WHITMAN, MASS.—The Plymouth County Teachers' Association met here Oct. 25. In the forenoon, the association met in divisions and considered matters of special interest to the various grades. In the afternoon the members listened to an address by Mrs. Alice Freeman Palmer and one by Dr. Alexander McKenzie, who spoke on the "American Ideal of Education." Mr. C. P. Sinnett, of Bridgewater, was chosen president for the coming year, and Mr. Charles A. Jenny, of Brockton, secretary-treasurer.

CAMBRIDGE, MASS.—A reception in honor of Mr. J. S. Barrell, late master of the Harvard school, was held in the hall of the Latin school, on the evening of Oct. 24. Mayor Dickinson, who acted as chairman, eulogized Mr. Barrell's long and faithful services, and Dr. George W. Bicknell, of the school board, followed in the same strain. Supt. Francis Cogswell spoke of the personal friendship which has existed between him and Mr. Barrell for so many years, and he also commended Mr. Barrell's faithfulness in his school work. Secretary F. A. Hill, of the state board of education, spoke of the love and the tact which Mr. Barrell had shown in all his work. Then Mr. E. O. Grover, speaking in behalf of the masters, gave expression to the example of purity and virtue that Mr. Barrell had always set before his pupils. A committee from Post 30, G. A. R., of which Mr. Barrell is an associate member, came to the front and presented to Mr. Barrell a handsome silk flag, as a testimonial from the comrades. Finally, Mayor Dickinson presented an order for \$300, the proceeds of the cards of admission, to be used in meeting the expenses of a trip to California.

MEDFORD, MASS.—On Oct. 22, the people of West Medford tendered Prin. Lewis F. Hobbs, of the grammar school, a reception, celebrating the completion of twenty-five years of work in that school. An interesting program was carried out consisting principally of music, but with brief congratulatory speeches from several citizens. Principal Hobbs made an address reviewing the changes which the section of the town has undergone during the quarter of a century of his residence.

CHELSEA, MASS.—The overcrowding of certain schools, particularly the high school, for the past two or three years, has called imperatively for additional accommodations. On the recommendation of the school committee, the board of aldermen has voted a new building for the Williams grammar school and a new high school. This last is to stand on one of the leading streets, and is to cost \$130,000.

WINCHESTER, MASS.—The Rev. John W. Suter, rector of the Church of the Epiphany, of this town, is to lecture in the Episcopal theological school, of Harvard university, this year. This, added to his duties as rector, has forced him to resign from the school committee, of which he has been a member for the past twelve years. At the time of his resignation, he was the chairman.

WOLLASTON, MASS.—A new hall for the use of the Quincy Mansion school was dedicated on Oct. 22. It has been named Livermore hall in honor of Mrs. Mary A. Livermore, who gave the address of dedication. The building is three stories high, has a stage and auditorium on the first floor, music rooms and the master's office

on the second, and a laboratory on the third.

PEABODY, MASS.—The school committee has given a public hearing to those interested in reopening the Felton school. At present some twenty pupils ride to the center every day, to their great discomfort.

SACO, ME.—Thornton academy, an institution founded by a legacy of \$50,000 from Col. Charles C. G. Thornton, has just received an additional gift of \$20,000 from his widow. The money is to be used to erect a memorial building. It will be one story high, of brick, and is to be used for a manual training department. This adds \$70,000 to the property of the academy in a single day, since the trustees were informed of the legacy and the gift of the widow on the same afternoon.

STRAFFORD, N. H.—Austin academy, at the center of this town, will receive \$20,000 as a bequest from the late Mr. George N. Cate, of Marlboro, Mass. A part of the income is to be used to purchase books for the library of the academy, and a part as prizes for the students.

NORWICH, CONN.—The Norwich free academy celebrated the forty-fifth anniversary of its opening on Oct. 21. Dr. Robert P. Keep, the principal, made an appropriate address in which he referred particularly to the many munificent gifts and bequests that the academy has received. Among the most important are the Slater memorial hall and museum, the gift of Mr. Wm. A. Slater, and the legacies of Messrs. Henry B. Norton and Moses Pierce.

GLASTONBURY, CONN.—The free academy has been given to the town for a high school and the town has voted to accept the trust. The gift includes the building and appliances, and the income of a fund of \$20,000.

WELLESLEY, MASS.—The college has received an Ives Sterco Kromoscope as an addition to the equipment of the department of physics, the gift of an alumna, Miss Anna Phalen. A carefully selected set of chromograms that give the colors of the objects exactly as they appear in nature, accompanies the instrument.

Schoolmasters' Club.

At the meeting of the Massachusetts Schoolmasters' club, Oct. 19, Pres. Henry S. Pritchett, of the Institute of Technology, spoke particularly of the need of more sociability among students. He claims that students and professors meet only in a formal way, when they should have some way of coming together with no formality. He commended the German *vereins*, where the students sit down to the table in their usual garments, with a mug of beer, and tobacco. If a professor happens in he is at once asked for a speech and he talks to the "boys" in a friendly way. Some such system of good fellowship is sadly needed in this country.

Treating of present day teaching, President Pritchett spoke of the danger of neglecting English, and particularly the English classics.

President Eliot stated that the purpose of the Harvard club is to furnish the precise element of good fellowship that President Pritchett considers so important. But President Eliot could see no necessity for the beer and tobacco; indeed, they seemed to him most undesirable accompaniments.

Health and Rest for Mother and Child.

Mrs. WINSLOW'S SOOTHING SYRUP has been used for OVER FIFTY YEARS by MILLIONS OF MOTHERS for THEIR CHILDREN WHILE TEETHING WITH PERFECT SUCCESS. IT SOOTHES the CHILD, SOFTENS the GUMS, ALLAYS all PAIN, CURES WIND COLIC, and is the best remedy for DIARRHŒA. Sold by Druggists in every part of the world. Be sure to ask for "Winslow's Soothing Syrup," and take no other kind. Twenty-five cents a bottle.

Teachers of English Organize.

The first program meeting of the New England Association of Teachers of English will be held at Isaac Rich hall, Boston university, Ashburton place, Boston, on Saturday, Nov. 16, at 9:45 A. M. The topic for general consideration will be "The True Aim and Incentive in Written Work." Among the speakers will be Prof. Fred Newton Scott, of the University of Michigan, who will discuss the question, "How to bring pressure or stimulus to bear upon the inert in the matter of spelling and the other externals of composition;" Prof. Lindsay Todd Damon, of Brown university, upon the topic, "Is the true aim of the composition writing the production of correctly written exercises, or the production of matter interesting to read?" Pres. G. Stanley Hall, of Clark university, upon the subject "Form or Substance: The right emphasis in English Teaching."

A feature of the meeting, it is hoped, will be frank and free expression of opinions and experiences of the members. Such general discussion on this occasion will be opened by Mr. Albert Perry Walker, of the boys' English high school, Boston.

This association is a new one, organized Feb. 23, 1901, with a view to advancing the study and teaching of the English language and literature. Membership is open to persons living in New England who are teachers of English in schools or colleges; principals of elementary, secondary, or normal schools; superintendents or supervisors of schools, or presidents or deans of colleges or scientific schools. Four leaflets have thus far been issued and mailed to each member: No. 1—"A Word About Grammar," by Arlo Bates; No. 2—"Our Grievs and Discontents," by Samuel Thurber; No. 3—"Successful Combination Against the Inert," by G. H. Browne; "Method and Aim of Written Work," by A. J. George.

The officers of the association are as follows: Pres.—Charles Cornell Ramsay, B. M. C. Durfee high school, Fall River, Mass.; Vice-Pres.—Samuel Thurber, girls' high and Latin school, Boston; Sec'y-Treas.—George H. Browne, the Browne and Nichols schools, Cambridge, Mass.; Executive Committee—Miss Sybil B. Aldrich, girls' Latin school, Boston; Prof. Arlo Bates, Massachusetts Institute of Technology; Andrew J. George, high school, Newton, Mass.; Miss Alice M. Smith, English high school, Worcester, Mass.

Flourishing Affairs at Georgia State Normal.

ATHENS, GA.—Mr. George Foster Peabody, of New York, in addition to giving about \$6,000 for the maintenance of a new domestic science department for two years, has also given \$10,000 for new buildings on condition that the trustees should raise a total amount of at least \$25,000. A good start has already been made. Conditions at the school are very favorable. The system of sewerage and baths is now complete. Closets and baths for every floor in the dormitories add not only to the safety and health of the institution, but vastly to the comfort of the inmates. The great need of the institution at present is for another building for lecture rooms and for increased dormitory accommodations. Dr. E. C. Branson is the principal of this useful normal school.

We have given antikamnia tablets a fair trial and can certify to their wonderful power in the relief of pain. An agreeable remedy that acts without disturbing the stomach or heart, and on account of the accuracy of dosage, best given in five grain tablets. Two are the ordinary adult dose. Druggists generally dispense them.—*Massachusetts Medical Journal.*

Chicago Notes.

Playground Needed.

The small parks commission has under consideration the condemning of a vacant lot near the McClellan school at Thirty-fifth street and Wallace avenue. This school has no playground and the children must play in the streets where their lives are imperiled by the numerous trolley cars. So successful are the three playgrounds already in operation that the commission is inclined to go ahead and make acquisitions as rapidly as possible.

Prof. Zueblin on Chicago Architecture.

"People cannot live a decent existence, to say nothing of a civilized and cultured one, among the architectural environments of such a city as ours," said Prof. Charles Zueblin, of the University of Chicago, in his recent lecture before the Matheon club. "Most of our houses have false fronts of brownstone, terra cotta, or pressed brick, while the sides and rear are made of what one of my friends calls 'sewer' brick."

Professor Zueblin contended that nearly all children have natural artistic instincts, but that these instincts are crushed out by existence in such a city as Chicago.

"Phone in; then Out."

The committee on buildings and grounds has marched up the hill and down again in the matter of telephones for school buildings. Prin. J. A. Johnson, of the Mark Sheridan school, had asked that nickel telephones, after the Minneapolis plan as described in THE SCHOOL JOURNAL of July 6, be installed in his school. The committee at first granted his request. Then later, fearing for the precedent they were establishing, they rescinded their action. The subject will, however, not be dropped.

Money for Lunch Room.

The sum of \$1,500 has been voted to equip a lunch room at the Lake View high school. In return for this concession the Ravenswood Women's club has agreed to furnish warm lunches at cost. In other Chicago schools the privilege of furnishing lunches has been given to people who make a profit out of the concession.

Hazing at West Point Suppressed.

WEST POINT, NEW YORK.—According to the annual report of Col. A. L. Mills, superintendent of the United States military academy, strict measures have been taken for the suppression of hazing. Colonel Mills states that the discipline of the corps has steadily improved during the past year and is now in excellent condition. Thruout the summer, which is the time when new cadets are being initiated and when hazing is ordinarily practiced, the great majority of cadets have obeyed the new regulations loyally and willingly. Not a single case of maltreatment of a new cadet is believed to have occurred.

"One cadet," adds the report, "was severely punished for giving an unauthorized and absurd order to a new cadet, and another for exceeding his authority as a drill master. The action of the latter arose, I believe, thru excessive zeal rather than a hazing spirit. Another reform has also been accomplished—the abolition of what is known as official hazing, or the harsh and nagging tones of the cadet instructors over new cadets and cadet officers exercising authority, and the substitution thereof of methods more appropriate for the training and education of young men to command in an American army."

"The custom among cadets of settling disputes or differences among themselves by prearranged and often brutal fist fights is over, and there need be no apprehension that the stoppage of such affairs will in any way impair a proper habit of manly, self-defense against personal assaults or insults."

Award of Paderewski Prizes.

Mr. Ignace Paderewski, in 1897, gave \$10,000, the interest of which was to be awarded in money prizes to such compositions as the judges thought most deserving. The trustees of the fund were William Steinway, William Mason, and Henry L. Higginson. Mr. Steinway died, Mr. Mason did not qualify, and the donor appointed as a substitute W. P. Blake. These two trustees received the submitted composition in Boston, last May, and after careful consideration have announced three prizes, of \$500 each, to—Henry K. Hadley, instructor in music at St. Paul's school, Garden City, Long Island, for his symphony "The Four Seasons;" Horatio W. Parker, professor of music in Yale university for a cantata entitled "A Star Song;" Arthur Bird, of Boston, but now resident in Berlin, for a chamber concert serenade for stringed instruments.

The judges were Wilhelm Gericke, Henry E. Krehbiel, B. J. Lang, William J. Henderson, and William F. Apthorp. Sixty-eight compositions in all were submitted.

To Educate Florida Negroes.

ST. AUGUSTINE, FLA.—Several notices have come to hand concerning an important project to be founded by public spirited men for the benefit of the colored youth of Florida. Rev. G. M. Elliot, who has been the principal of the graded school for several years (and of whose sterling abilities record was made by Mr. Amos M. Kellogg, in his letters in 1900 in THE JOURNAL) has given the matter serious thought and is at the head of the enterprise. The purpose is to have an institution on the basis of Tuskegee, but modified to suit the locality. Manual training is to be co-ordinated with mental training. The effort will be to take in the entire personality of the colored people. As it has been, the boy has been educated and then plunged into civilization, not knowing how to make use of his education to advantage. As the St. Augustine Record well says, "Other influences are needed besides those furnished by the public school." We heartily commend this enterprise and urge the liberal people of St. Augustine to co-operate with Mr. Elliot.

War on Tobacco Habit.

BINGHAMTON, N. Y.—Principal Banter, of the high school, and his corps of teachers are engaged in vigorous measures to stamp out the cigarette evil among the pupils. Some time ago a rule was made that no boy who smoked should be eligible to any school team. This was something of a blow to the smokers, but severer measures were plainly necessary. Lately, when a student was caught in the act of lighting a cigarette, in the school training quarters, he was sent home in disgrace with an indefinite leave of absence—an intimation that he will not be reinstated until he has been voted back by the board of education. The board is backing the teachers in their activity and will enforce any suspensions or expulsions which may occur.

A G. A. R. University.

MASON CITY, IA.—Friends of the Memorial university which is being established under the management of the Sons of Veterans feel assured of its permanent success. The idea of such an institution originated with Mr. Alexander Louis Sortor, Jr., of this place. Mason City has agreed to erect a building and to give land with water and sewer connections, the expenditures amounting to about \$200,000. The corner stone of the first building was laid June 26 last. The structure is progressing finely.

One of the next buildings to be erected, plans for which have already been made, is the National Civil War museum. Here it is planned to bring together a great collection of Civil War relics and historical objects.

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Recent Deaths.

William F. Hoffman.

WASHINGTON, IND.—Former Supt. William F. Hoffman died Oct. 24. Mr. Hoffman had relinquished educational work several years since when he was admitted to the bar and had already become very prominent in political affairs, being a probable candidate for mayor in 1902. He was born in Owen county, Ind., in 1857, of German parentage, was reared on a farm, and began his educational career as a district school teacher. In 1882 he came to Washington to accept an appointment as principal of one of the schools, and in 1885 he was chosen superintendent, succeeding Mr. D. Eckley Hunter who went to Bloomington. Mr. Hoffman did excellent work as superintendent; one of his most notable deeds was the establishment of a school library system entirely at his own expense.

Prin. Joseph Clark.

NEWARK, N. J.—Joseph Clark, principal of the Lawrence street public school, died at his home Nov. 5. He had been a teacher in Newark public schools for nearly fifty years. He was a native of Fayetteville, N. Y., and came to Newark in 1853, to serve as assistant to his brother, Samuel Clark, at that time principal of the Lafayette street school.

A New Departure.

A New, Effectual, and Convenient Cure For Catarrh.

Of catarrh remedies there is no end, but of catarrh cures, there has always been a great scarcity. There are many remedies to relieve, but very few that really cure.

The old practice of snuffling salt water thru the nose would often relieve and



the washes, douches, powders, and inhalers in common use are very little, if any, better than the old-fashioned salt water douche.

The use of inhalers and the application of salves, washes and powders to the nose and throat to cure catarrh is no more reasonable than to rub the back to cure kidney disease. Catarrh is just as much a blood disease as kidney trouble or rheumatism and it cannot be cured by local treatment any more than they can be.

To cure catarrh whether in the head, throat or stomach an internal antiseptic treatment is necessary to drive the catarrhal poison out of the blood and system, and the new catarrh cure is designed on this plan and the remarkable success of Stuart's Catarrh Tablets is because being used internally, it drives out catarrhal infection thru action upon stomach, liver and bowels.

Wm Zimmerman, of St. Joseph, relates an experience with catarrh which is of value to millions of catarrh sufferers everywhere. He says: "I neglected a slight nasal catarrh until it gradually extended to my throat and bronchial tubes and finally even my stomach and liver became affected, but as I was able to keep up and do a day's work I let it run along until my hearing began to fail me and then I realized that I must get rid of catarrh or lose my position as I was clerk and my hearing was absolutely necessary."

"Some of my friends recommended an inhaler, another a catarrh salve but they were no good in my case, nor was anything else until I heard of Stuart's Catarrh Tablets and bought a package at my drug store. They benefited me from the start and in less than four months I was completely cured of catarrh altho I had suffered nearly all my life from it."

"They are pleasant to take and so much more convenient to use than other catarrh remedies that I feel I cannot say enough in favor of Stuart's Catarrh Tablets."

A little book on cause and cure of catarrh will be mailed free by addressing F. A. Stuart Co., Marshall, Mich., and the tablets are sold by all druggists in the United States and Canada.

Told in Brief.

HARRISBURG, PA.—At the meeting of the Dauphin County Teachers' Association Nov. 1, Supt. L. E. McGinnes, of Steelton, spoke on "The Benefit of Good Books and the Boleful Influence of the Other Kind." He traced the commission of a recent murder at Haliitax, Pa., directly to the reading of cheap literature and stated that the two murderers had asked him personally to use his influence in keeping bad books out of the hands of his pupils.

EVANSVILLE, IND.—A mammoth entertainment was held at the opera house Oct. 25 for the purpose of raising money to secure the continuance of the deaf-mute school. This institution was abolished several weeks ago by the school board, but popular sentiment was so strong against such action that the effort was made, successfully as it has proved, to perpetuate the school.

NEW BRUNSWICK, N. J.—The report that Dr. Jacob Cooper, vice president of Rutgers college, has been forced by the trustees to resign because of his denunciation of yellow journalism and his activity in local politics is vigorously denied. An extended leave of absence has been granted him at his own request, but no resignation has been called for.

California-Oregon Excursions.

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An English Author Wrote:

"No shade, no shine, no fruit, no flowers, no leaves,—November!" Many Americans would add *no freedom from catarrh*, which is so aggravated during this month that it becomes constantly troublesome. There is abundant proof that catarrh is a constitutional disease. It is related to scrofula and consumption, being one of the wasting diseases. Hood's Sarsaparilla has shown that what is capable of eradicating scrofula, completely cures catarrh and taken in time prevents consumption. We cannot see how any sufferer can put off taking this medicine, in view of the widely published record of its radical and permanent cures. It is undoubtedly America's Greatest Medicine for America's Greatest Disease—Catarrh.

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To health and happiness is Scrofula—as ugly as ever since time immemorial.

It causes bunches in the neck, disfigures the skin, inflames the mucous membrane, wastes the muscles, weakens the bones, reduces the power of resistance to disease and the capacity for recovery, and develops into consumption.

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